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ABSTRACT

This document consists of performance, computational, and communication modules used by the Working Smart workplace literacy project, a project conducted for the hotel and food industry in the Los Angeles area by a public school district and several profit and nonprofit companies. Literacy instruction was merged with job requirements of the customer service job classifications. The performance modules cover: (1) preparing the work area, including cleaning the work area and stocking supplies; (2) serving the customer, including greeting the customer, taking the order, processing the order, and completing the order; and (3) cashiering, including setting up a cash drawer, ringing up sales, and checking out at the end of a shift. A worksheet that accompanies each performance module identifies duties and tasks, tools and equipment to be used, references and resources, criteria for successful completion, a description of the pretest, learner activities, teacher activities, materials needed, and prerequisite instruction. The communication modules cover reading comprehension, writing business correspondence, speaking, completing forms, asking questions, taking notes, and using appropriate nonverbal communication. The computational modules cover reading, writing, adding, subtracting, and multiplying whole numbers; reading, writing, rounding, subtracting, and multiplying decimals; reading and writing percents; computing discounts, markup, tax, commission, and interest; using a calculator; and estimating. The communication and computational modules contain pretests, instruction, practice, posttests, and notes for the instructor. (CML)

ED322342

Working Smart: The Los Angeles Unified School District Workplace Literacy Project

Performance Modules

Communication Modules
Manual/Workbook

Computational Modules
Manual/Workbook

Los Angeles Unified School District
Division of Adult and Occupational Education

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DIVISION OF ADULT AND OCCUPATIONAL EDUCATION

WORKING SMART

The Los Angeles Unified School District Workplace Literacy Project

Performance Modules

WORKPLACE LITERACY

Performance Modules

(9)

Stock Supplies

Clean Work Area

Greet The Customer

Take The Order

Process The Order

Complete The Order

Set-Up Cash Drawer

Ring Up Sales

Check Out At End of Shift

Clean the Work Area

CURRICULUM DEVELOPMENT WORKSHEET

(3) **Your DUTY is:** Preparing the Work Area

(4) **Your TASK is to:** Clean the Work Area

(13) **References and Resources:**

(5) **You will use (Tools and Equipment):**

Glass Cleaner, Broom, Cleanser, Soap/Detergent,
Mop and Bucket

(6) **You will be successful when (Criteria):**

The work area is cleaned and sanitized according to employer's specifications.

(7) **Pre-Test Description:**

3 items for each communication skill, written items for the task and a performance test.

(8) **Learner Activities:**

1. Take Pre-Test
2. Read Introduction
3. Discuss Introduction
4. Observe Demonstration
5. Discuss Procedure
    a. Windows & Shelves
    b. Floors
    c. Counters
6. Practice Procedure
7. Take Post-Test

(9) **Teacher Activities:**

1. Give Pre-Test
2. Allow students to read introduction
3. Introduce task through lecture/ discussion
4. Provide a demonstration
5. Provide each student ample opportunity to practice the task
6. Provide ample supervision and feedback
7. Provide for questions and answer session
8. Give Post-Test

(10) **Materials Needed:**

Laboratory Simulation

Transparencies

(11) **Related Instruction: (Prerequisites)**

Communication Skills:

L13, 15, 17, 18, 20, 27, 37, 43, 46

Attitudes:

Dependability
Initiative

(12) **Post-Test Description:** Same as Pre-Test

LEARNING MODULE

Duty: Preparing the Work Area

Task: Clean the Work Area

Pre-Test

1. Sanitizing or cleaning prevents the spread of:
   a. dirt
   b. soil
   c. food
   d. germs

2. Which of the following is a clear sign that a business is clean and sanitary?
   a. the food service worker's appearance
   b. the number of customers who are served
   c. reasonable prices
   d. the order of equipment

3. When someone cuts their hand, what should you do?
   a. use ice packs and dress
   b. run under cold water and dress
   c. apply direct pressure, clean, and dress
   d. run under warm water and dress

4. Food service businesses are rated by health inspectors. What is the highest and most desirable rating?
   a. A
   b. B
   c. I
   d. II

5. Which of the following is the best definition of sanitation?
   a. safeguarding people's health through cleanliness
   b. harmful bacteria in foods
   c. a chemical that kills harmful animals and bugs
   d. illness caused by poisons

Notes

The pre-test includes 3 items for each communication skill.

Answers:

1. d
2. a
3. c
4. a
5. a
6. b
7. c
8. c
9. a
10. b

Learners can "test out" of any communication or computation skill if they answer 2 of the 3 items correctly.

LEARNING MODULE

Duty: Preparing the Work Area

Task: Clean the Work Area

Pre-Test

Notes

6. Cleaning out the storeroom without being told is an example of:

   a. loyalty.
   b. initiative.
   c. dependability.
   d. thoroughness.

7. Following instructions exactly is an example of which of the following characteristics?

   a. tactfulness
   b. loyalty
   c. dependability
   d. self pride

8. Standards for sanitation in food service are established and enforced by laws known as:

   a. D.S.S. rules.
   b. R.D.A.
   c. sanitary codes.
   d. California Department of Health Regulations.

9. Which are pests that are a bother to food service businesses?

   a. roaches
   b. fleas
   c. ticks
   d. mice

10. The science of cleanliness is known as:

   a. deodorize
   b. sanitation
   c. sanitizes
   d. disinfected

LEARNING MODULE

Duty: Preparing the Work Area

Task: Clean the Work Area

What: (Performance Objective)	Notes
You are preparing the work area You will clean the work area You may need to use glass cleaner, brooms, cleanser, soap/detergents, mop and bucket	
When: (Criteria)	
You will know that you have successfully completed this task when you have cleaned and sanitized the work area according to your employer's specifications.	
Why:	
The work area must be cleaned to: 1. prevent the spread of germs. 2. comply with local and state sanitary codes. 3. keep the food service business open.	

LEARNING MODULE

Duty: Preparing the Work Area

Task: Clean the Work Area

Introduction:

Cleanliness is very important to the food service industry. Local and state health departments inspect food service businesses regularly and have the power to shut them down if they are not clean and sanitary.

The science of cleanliness is known as sanitation. Sanitation is to protect peoples' health through cleanliness which prevents the spread of germs. The most common carrier of germs in food service businesses is the roach.

Local and state public health departments establish standards for sanitation in the food service industry. These standards are known as "sanitary codes." Local and state health departments rate food service businesses by sanitary codes. A rating of "A" is the best.

A good sign of cleanliness can be the food service worker's appearance. The food service worker should take the time to be clean without being told. Cuts and burns should be treated quickly and care taken to prevent infection.

Cleaning the work area is therefore an important task. A dirty or unsanitary work area can add to the spread of disease and cause the business to be shut down. The food service worker needs to be dependable by following sanitation directions accurately.

When cleaning the work area, you will need to:

1. Remove unnecessary items
2. Clean surfaces

Notes

Define "cleanliness."

Discuss local and state health departments, who they are, and what their responsibility is to the public.

Discuss how food service establishments can be closed when found to be unsanitary by health department officials.

Discuss how disease can be spread when facilities are unsanitary.

Discuss the roach in food service establishments . . . draw parallel to pests in the home.

Describe sanitary codes.

Explain who local and state health departments are.

Describe the rating scale mentioning that it goes from "A" to "D" with "A" being the top rating.

LEARNING MODULE

Duty: Preparing the Work Area

Task: Clean the Work Area

Demonstration:

Observe the demonstration on cleaning the work area. Observe that each of the following steps was completed.

The person doing the cleaning:

1. removed unnecessary items.
2. cleaned surfaces.

Notes

Demonstrate the task.

Advise learners that they should take notes in more specific detail than the two steps. Demonstrate one of the tasks described in the "Instruction" section which follows.

LEARNING MODULE

Duty: Preparing the Work Area

Task: Clean the Work Area

Instruction:

1. Take the pre-test.
2. Read the introduction.
3. Discuss the introduction.
4. Observe the demonstration.
5. Discuss the demonstration and the following specific procedures:

   TASK: Wash windows and glass shelves.

   SUB-TASKS:

   1. Remove display items from shelves.
   2. Spray cleaning solution on glass.
   3. Take dry cloth and wipe glass dry avoiding streaks.
   4. Return items for display.

   TASK: Clean floors.

   SUB-TASKS:

   1. Start in one corner and sweep toward center of room.
   2. Sweep with a smooth stroke so dirt won't scatter.
   3. Pull chairs out and sweep under tables.
   4. Move plants and trash cans.
   5. Sweep dirt into pile and then into a dust pan.
   6. Dispose of dirt.
   7. Fill mop bucket with clear hot water and add disinfectant.
   8. Thoroughly wet mop and wring dry.

   TASK: Clean Counters.

   SUB-TASKS:

   1. Clean counters of all items.
   2. Scrub counter using cleanser.
   3. Rinse counter.

6. Practice the procedure.
7. Take the Post-test.

Notes

1. Give the pre-test. Explain that a person can "test out" of communication units by passing 2 of 3 items for that unit.
2. Allow learners to read the introduction. Discuss what they have read.
3. Provide a demo for performing the task. Use more specific procedures than the two listed. Ask the learners to take notes in more specific detail to be discussed after the demostration.
4. Allow the learners to consider the three tasks described and discuss the differences when working on floors, windows, or counters.
5. Provide ample opportunity for the learner to practice the task.
6. Provide ample time for supervision and feedback.
7. Provide for a question and answer session.
8. Give the Post-test.

LEARNING MODULE

Duty: Preparing the Work Area

Task: Clean the Work Area

Practice:	Notes
Your instructor will allow you to practice the task, Clean the Work Area. Practice one of the tasks described in the instruction section of this module. Be sure to complete each step. Your instructor will be watching to make sure you do the job right. Your attitude is very important and a good attitude will result in a job well done. Begin your practice.	Provide setting for performing the task given all three situations. Supervise the learners to make sure they perform all the steps. Carefully observe. Be helpful. Allow practice until you feel learners have developed skills, will take initiative when performing the task and are dependable.

LEARNING MODULE

Duty: Preparing the Work Area

Task: Clean the Work Area

Post-Test

The post-test is the same as the pre-test.

You need to answer 2 of the questions correctly for each communication skill. If you cannot do this, you will be provided additional instruction and practice.

You must answer all questions for the task to successfully complete this module.

After successfully completing the written test, you will perform the task for your instructor. When you successfully perform the task, you can go on to the next module.

Notes

To successfully complete, the learner must pass each communication skill.

The learner must perform the task competently demonstrating application of knowledge, safety, and procedure skills.

Learners with weaknesses need to be counseled to repeat those areas until they gain acceptable proficiency.

Stock Supplies

CURRICULUM DEVELOPMENT WORKSHEET

(3) **Your DUTY is:** Preparing the Work Area

(4) **Your TASK is to:** Stock Supplies

(5) **You will use (Tools and Equipment):** Knife

(13) **References and Resources:**

(6) **You will be successful when (Criteria):**
Supplies are stocked, organized, handled and in quantities specified by the employer.

(7) **Pre-Test Description:**
3 items for each communication and computation skill, written items for the task and a performance test.

(8) **Learner Activities:**

1. Take Pre-Test
2. Read Introduction
3. Discuss Introduction
4. Observe Demonstration
5. Discuss Procedure
6. Practice Procedures
7. Take Post-Test

(9) **Teacher Activities:**

1. Give pre-test
2. Introduce the task through lecture/discussion
3. Provide a demonstration
4. Provide each student ample opportunity to practice the task
5. Provide ample supervision and feedback
6. Provide for a question and answer session
7. Give post-test

(10) **Materials Needed:**

Laboratory Simulation

Transparencies

(11) **Related Instruction: (Prerequisites)**

Communication Skills

L3, 10, 13, 15, 17, 18, 20, 27, 37, 43, 46

Computation Skills

M1, 3, 4, 5

Attitudes

Responsibility
Examine (accepting)
Practice safety

(12) **Post-Test Description:**

LEARNING MODULE

Duty: Preparing the Work Area

Task: Stock Supplies

Pre-Test

1. Which of the following is NOT important when stocking supplies?
   - a. inventory what is needed
   - b. count inventory
   - c. get inventory
   - d. place items in proper location

2. Stocking supplies is important to the:
   - a. customer.
   - b. business.
   - c. neither the customer or the business.
   - d. both the customer and the business.

3. A well-prepared work area will make sure that there is:
   - a. better service.
   - b. a messy appearance.
   - c. clean plates.
   - d. a better inventory.

Notes

The pre-test includes 3 items for each communication and computation skill.

Answers:

1.
2.
3.
4.
5.
6.
7.
8.

Learners can "test out" of any communication or computation skill if they answer 2 of the 3 items correct.

LEARNING MODULE

Duty: Preparing the Work Area

Task: Stock Supplies

Pre-Test	Notes
4. A well managed business would be one that: a. rotates stock yearly. b. orders supplies when inventory is out. c. keeps an adequate inventory. d. cleans shelves yearly. 5. When using a knife, always cut: a. toward your body. b. with both hands. c. with two people around. d. away from your body.	

LEARNING MODULE

Duty: Preparing the Work Area

Task: Stock Supplies

Pre-Test

6. Who should be responsible for stocking supplies?

   a. stock person
   b. customer
   c. manager
   d. supervisor

7. Which of the following would not be a "work area" for a stock person?

   a. salad bar
   b. serving table
   d. parking lot
   d. kitchen

Notes

LEARNING MODULE

Duty: Preparing the Work Area

Task: Stock Supplies

What: (Performance Objective)	**Notes**
You are preparing the work area You will stock supplies You may need to use a knife	Explain "duty" Explain "task" Use transparency
When: (Criteria)	
You will know that you have successfully completed this task when you have stocked supplies in the quantities specified by the employer, when you have handled the supplies carefully and safely, and when they are organized and neat.	Explain that criteria may vary from employer to employer. Use transparency
Why:	
Supplies must be stocked so: 1. the customer can better be served. 2. the business operates in a more productive way.	Explain that service and image are important Use transparency

LEARNING MODULE

Duty: Preparing the Work Area

Task: Stock Supplies

Introduction:

To do any job well requires the work area to be prepared in the correct way. In the food service business, it is upsetting to customers to have to wait for eating utensils (forks, knives, spoons), condiments (salt, pepper, catsup) or service because of poor preparation.

Stocking supplies is an important task when preparing the work area. Well stocked shelves are a convenience to both the customer and business and provides a picture of a well managed operation.

When stocking supplies, you will need to:

1. inventory what is needed
2. get the needed items
3. place the items in their proper location

If you have any questions when stocking supplies, talk to your supervisor.

Notes

Discuss the following:

1. What is a work area?
2. Safety practices.
    - using a knife correctly, etc.
3. What is inventory?

LEARNING MODULE

Duty: Preparing the Work Area

Task: Stock Supplies

Demonstration:

Observe the demonstration on stocking supplies. Observe that each of the following steps was followed.

The stock person:

1. inventoried the supplies that were needed.
2. went to the place where the stock was kept and got the items that were needed.
3. placed the items neatly where they were supposed to be.

List in the "Notes" column additional things you observed that will help you learn to perform the task.

Notes

Demonstrate the task.

Advise learners that they should take notes on things they observed that will help them perform the task.

LEARNING MODULE

Duty: Preparing the Work Area

Task: Stock Supplies

Instruction:

1. Take the pre-test.
2. Read the introduction.
3. Discuss the introduction.
4. Observe the demonstration.
5. Discuss the demonstration and the following specific procedures:

   TASK: Store food and supplies.

   SUB-TASKS:

   1. Obtain bills and check the manager's bill against the supplier's bill.
      NOTE: Be sure that all bills match (numbers, prices, business name and list of items).
   2. Begin storing merchandise as soon as it is checked.
   3. Refrigerate food that can spoil.
   4. Store cases on wooden pallets or shelves.
   5. Open cartons and place cans, napkins, straws, etc. on shelves.
      NOTE: Be sure new items are put behind old items so old items will be used first.
   6. Place frozen foods in the freezer.

6. Practice the procedure.
7. Take the post-test.

Notes

1. Give the pre-test. Explain that a person can "test out" of communication and computation units by passing 2 of 3 items for that unit.
2. Allow learners to read the introduction. Discuss what they have read.
3. Provide a demo for performing the task. Use more specific procedures than those listed. Ask the learners to take notes in more specific detail to be discussed after the demostration.
4. Allow the learners to consider the task as described and discuss the differences.
5. Provide ample opportunity for the learner to practice the task.
6. Provide ample time for supervision and feedback.
7. Provide for a question and answer session.
8. Give the post-test.

LEARNING MODULE

Duty: Preparing the Work Area

Task: Stock Supplies

Practice:	Notes
Your instructor will allow you to practice the task, Stocking Supplies. Practice the task described in the instruction section of this module. Be sure to complete each step. Your instructor will be watching to make sure you do the job right. Your attitude is very important and a good attitude will result in a job well done. Begin your practice.	Provide setting for performing the task. If possible, provide more than one situation. Supervise the learners to ensure they perform all the steps. Carefully observe the learners. Be helpful. Allow practice until you feel learners have developed skills, will take initiative when performing the tasks and are dependable.

LEARNING MODULE

Duty: Preparing the Work Area

Task: Stock Supplies

Post Test	Notes
The post-test is the same as the pre-test. You need to answer 2 of the questions correctly for each communication or computation skill. If you cannot do this, you will be provided additional instruction and practice. You must answer all questions for the task and all safety questions to successfully complete this module. After successfully completing the written test, you will perform the task for your instructor. When you successfully perform the task, you can go on to the next module.	To successfully complete, the learner must pass each communication and computation skill. The learner must perform the task competently demonstrating application of knowledge, safety, and procedure skills. Learners with weaknesses need to be counseled to repeat those areas until they gain acceptable proficiency.

Greet the Customer

CURRICULUM DEVELOPMENT WORKSHEET

(3) **Your DUTY is:** Serving the Customer

(4) **Your TASK is to:** Greet the Customer

(13) **References and Resources:**

(5) **You will use (Tools and Equipment):**

(6) **You will be successful when (Criteria):**

The customer was greeted according to the employer's specifications.

(7) **Pre-Test Description:**

3 items for each communication skill, written items for the task and a performance test.

(8) **Learner Activities:**

1. Take Pre-Test
2. Read Introduction
3. Discuss Introduction
4. Observe Demonstration
5. Discuss Procedure
    a. Walk-in (or with reservation)
    b. Telephone
6. Practice Procedure
7. Take Post-Test

(9) **Teacher Activities:**

1. Give Pre-Test
2. Allow students to read introduction
3. Introduce task through lecture/ discussion
4. Provide a demonstration
5. Provide each student ample opportunity to practice the task
6. Provide ample supervision and feedback
7. Provide for questions and answer session
8. Give Post-Test

(10) **Materials Needed:**

Laboratory Simulation

Transparencies

(11) **Related Instruction: (Prerequisites)**

Communication Skills:

L1,7,11,12,20,27,39,40,41, 43,44,46

Attitudes:

Smiling
Courtesy

(12) **Post-Test Description:** Same as Pre-Test

LEARNING MODULE

Duty: Serving the Customer

Task: Greet the Customer

Pre-Test

1. How often should food service workers wash their hair?
   a. daily
   b. once a week
   c. as often as needed
   d. twice a week
2. Which of the following best describes how a food service worker should act when greeting a customer?
   a. frowning
   b. concerned
   c. smiling
   d. thoughtful
3. Assist the customer with coats and packages when they are:
   a. leaving.
   b. being greeted.
   c. arriving.
   d. being seated.
4. Before seating customers, be sure to ask if they:
   a. wish a smoking or non-smoking section.
   b. have any money.
   c. will be having a full meal or just coffee.
   d. have had a good day.
5. You should identify the business and yourself when the customer:
   a. arrives.
   b. leaves.
   c. orders.
   d. telephones.

Notes

The pre-test includes 3 items for each communication skill.

Answers:

1. c
2. c
3. d
4. a
5. d
6. b
7. b
8. a
9. b
10. d
11. a
12. a

Learners can "test out" of any communication skill if they answer 2 of the 3 items correctly.

LEARNING MODULE

Duty: Serving the Customer

Task: Greet the Customer

Pre-Test

6. When serving a customer on the telephone, you should:
   - a. always answer before the fifth ring.
   - b. use a natural voice.
   - c. put the customer on "hold" to appear like you're busy.
   - d. don't answer if you are serving another caller on another line.
7. When serving a customer on the telephone, it is important to:
   - a. use abbreviations to save time.
   - b. record all of the needed information.
   - c. talk quickly.
   - d. talk softly so you appear relaxed.
8. Which of the following is most important when serving a customer on the telephone?
   - a. courtesy
   - b. eye contact
   - c. smile
   - d. personal hygiene
9. A "walk-in" customer is one that:
   - a. telephones in an order and then walks-in to get it.
   - b. comes in unannounced for service.
   - c. makes a reservation.
   - d. picks up an order for another person.
10. When seating a customer, always:
    - a. give them an ash tray.
    - b. take their hats.
    - c. make sure there are condiments on the table.
    - d. present them with a menu.

Notes

LEARNING MODULE

Duty: Serving the Customer

Task: Greet the Customer

Pre-Test	Notes
11. How should menus be placed in front of each guest? a. from the left with the left hand b. from the left with the right hand c. from the right with the right hand d. from the right with the left hand 12. When seating customers, you should first pull out: a. the lady's chair. b. the first person's chair. c. the chair for the host. d. all of the chairs.	

LEARNING MODULE

Duty: Serving the Customer

Task: Greet the Customer

What: (Performance Objective)

You are serving the customer
You will greet the customer

You may need to use menus, serve water and other things that will satisfy the immediate needs of the customer.

When: (Criteria)

You will know that you have successfully completed this task when you have greeted the customer according to your employers specifications.

Why:

The customer must be properly greeted to:

1. prepare for further service.
2. reflect a positive image of the business.
3. encourage repeat business.

Notes

LEARNING MODULE

Duty: Serving the Customer

Task: Greet the Customer

Introduction:

Greeting the customer is very important. A first impression can be a lasting impression. A proper and friendly greeting can keep a customer coming back.

In the food service business, you can greet the customer either as a "walk-in" customer or over the telephone. A walk-in customer is one who comes to your business for service with or without a reservation. A telephone customer could be making a reservation or placing an order.

You should be properly groomed according to your employer's requirements and address the customer with a smile and in a friendly way. If greeting the customer over the telephone, you should be courteous, helpful, and friendly.

You should assist walk-in customers when they are being seated. You should inquire whether they wish a smoking or non-smoking section. If assisting with seating, always help a lady first. You should also help to store coats and other belongings.

When presenting a menu, always present the menu using your left hand and from the customer's left side.

When greeting customers over the telephone, identify yourself and the business you represent. Talk in a natural voice and be courteous to the customer. Be sure to record all of the necessary information to serve the customer and repeat the information back to the customer for verification. Be polite and friendly when ending the conversation.

In general, when serving the customer, you will:

1. acknowledge the customer promptly.
2. determine the customer's needs.

Each employer will be more specific in their requirements for greeting the customer.

Notes

Discuss "first impressions" (attitudes, grooming, etc.)

Discuss the difference between walk-in versus telephone customers.

Discuss ways customers can be assisted:

a. smoking or non-smoking
b. help with coats and bags
c. seat ladies first
d. getting water
e. other immediate comfort needs

Discuss proper way to present a menu (using the left hand and from the left side)

Discuss greeting the customer over the telephone:

a. attitude
b. get all information
c. repeat information including price
d. end conversation courteously

Emphasize that each employer will have specific procedures for greeting the customer.

LEARNING MODULE

Duty: Serving the Customer

Task: Greet the Customer

Demonstration:	Notes
Observe the demonstration on greeting the customer. Observe that each of the following steps was completed. The person doing the greeting: 1. acknowledged the customer promptly. 2. determined the customer's needs. List in the "notes" column more specific details from your observation.	Demonstrate the task. Advise learners that they should take notes in more specific detail than the two steps listed. Demonstrate each of the tasks described in the "Instruction" section which follows.

LEARNING MODULE

Duty: Serving the Customer

Task: Greet the Customer

Instruction:

1. Take the pre-test.
2. Read the introduction.
3. Discuss the introduction.
4. Observe the demonstration.
5. Discuss the demonstration and the following specific procedures:

   TASK: Greet and seat the customer.

   SUB-TASKS:

   1. Smile and make appropriate greeting.
   2. Assist patron with coats and packages.
   3. Ask, where necessary, if the customer prefers smoking or non-smoking.
   4. Show customer to table and assist with seating.
   5. If necessary, bring extra chairs to the table.
   6. Present menus.

   TASK: Answer the telephone.

   SUB-TASKS:

   1. Identify business and self.
   2. Answer the incoming call promptly and courteously.
   3. Answer in a natural voice using a normal level of speaking.
   4. Speak clearly.
   5. Listen to what the caller has to say.
   6. Write the needed information.
   7. Repeat the information and indicate the cost.
   8. End the call courteously.
6. Practice the procedure.
7. Take the post-test.

Notes

1. Give the pre-test. Explain that a person can "test out" of communication units by passing 2 of 3 items for that unit.
2. Allow learners to read the introduction. Discuss what they have read.
3. Provide a demo for performing the task. Use more specific procedures than the two listed. Ask the learners to take notes in more specific detail to be discussed after the demostration.
4. Allow the learners to consider the two tasks described and discuss the differences between greeting the customer as a "walk-in" as opposed to "telephone".
5. Provide ample opportunity for the learner to practice the task.
6. Provide ample time for supervision and feedback.
7. Provide for a question and answer session.
8. Give the post-test.

LEARNING MODULE

Duty: Serving the Customer

Task: Greet the Customer

Practice:	Notes
Your instructor will allow you to practice the task, Greet the Customer. Practice both tasks described in the instruction section of this module. Be sure to complete each step. Your instructor will be watching to make sure you do the job right. Your attitude is very important and a good attitude a job well done. Begin your practice.	Provide setting for performing the task given both situations. Supervise the learners to make sure they perform all the steps. Carefully observe. Be helpful. Allow practice until you feel learners have developed skills, will be friendly and courteous when performing the task.

LEARNING MODULE

Duty: Serving the Customer

Task: Greet the Customer

Post-Test	Notes
The post-test is the same as the pre-test. You need to answer 2 of the questions correctly for each communication skill. If you cannot do this, you will be provided additional instruction and practice. After successfully completing the written test, you will perform the task for your instructor. When you successfully perform the task, you may go on to the next module.	To successfully complete, the learner must pass each communication skill. The learner must perform the task competently demonstrating application of knowledge, safety, and procedure skills. Learners with weaknesses need to be counseled to repeat those areas until they gain acceptable proficiency.

Take the Order

CURRICULUM DEVELOPMENT WORKSHEET

(3) **Your DUTY is:** Serving the Customer

(4) **Your TASK is to:** Take the Order

(13) **References and Resources:**

(5) **You will use (Tools and Equipment):**

Guest check, pen or pencil, price list (menu)

(6) **You will be successful when (Criteria):**

Customer order is complete and correct according to employer's specifications.

(7) **Pre-Test Description:**

3 items for each communication and computation skill, written items for the task and a performance test.

(8) **Learner Activities:**

1. Take Pre-Test
2. Read Introduction
3. Discuss Introduction
4. Observe Demonstration
5. Discuss Procedure
6. Practice Procedure
7. Take Post-Test

(9) **Teacher Activities:**

1. Give Pre-Test
2. Allow students to read introduction
3. Introduce task through lecture/ discussion
4. Provide a demonstration
5. Provide each student ample opportunity to practice the task
6. Provide ample supervision and feedback
7. Provide for question and answer session
8. Give Post-Test

(10) **Materials Needed:**

Laboratory Simulation

Transparencies

(11) **Related Instruction: (Prerequisites)**

Communication Skills:

L1,3,7,9,10,11,12,13,15,17,18, 20,27,28,29,30,35,37,39,40,41, 42,43,44,45,46

Computation Skills:
M1,18

Attitudes:

Courtesy
Friendliness
Dependability
Interest

(12) **Post-Test Description:** Same as Pre-Test

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LEARNING MODULE

Duty: Serving the Customer

Task: Take the Order

Pre-Test

1. What are small portions of highly seasoned food served before a meal?
   a. relish
   b. appetizers
   c. cocktails
   d. munchies
2. All orders should be written:
   a. in pencil.
   b. neatly.
   c. on napkins.
   d. in front of the manager
3. Upselling is an activity which:
   a. allows the order taker to stand up.
   b. could increase the total of the order.
   c. allows servers to compete with each other.
   d. means you take the order without a guest check.
4. When taking an order, which of the following should you never do?
   a. upsell
   b. suggest
   c. rush
   d. write neatly
5. Which of the following is least important when talking to a customer?
   a. make-up
   b. interest
   c. attitude
   d. eye contact

Notes

The pre-test includes 3 items for each communication and computation skill.

Answers:
1. b
2. b
3. b
4. c
5. a
6. b
7. a

Learners can "test out" of any communication or computation skill if they answer 2 of the 3 items correctly.

Duty: Serving the Customer

Task: Take the Order

Pre-Test

Notes

6. Which of the following is least important when taking the order?

   a. ask each guest how they wish their food prepared
   b. total the order and inform the guest
   c. determine if each guest wishes a separate check
   d. all items for each order are listed

7. When seating customers, you should first pull out:

   a. the lady's chair.
   b. the first person's chair.
   c. the chair for the host.
   d. all of the chairs.

LEARNING MODULE

Duty: Serving the Customer

Task: Take the Order

What: (Performance Objective)	**Notes**
You are serving the customer You will take the order. You will need a guest check, pen or pencil and price list.	
When: (Criteria)	
You will know that you have successfully completed this task when you have taken the customer's complete order and provided upselling or suggestive selling according to the employer's specifications.	
Why:	
Orders must be taken properly to: 1. satisfy the customer. 2. ensure a profitable business.	

LEARNING MODULE

Duty: Serving the Customer

Task: Take the Order

Introduction:

Taking the order can be one of the more important tasks when serving the customer. The amount of the order directly affects the total sales of the business. Therefore, it is important to upsell whenever possible by suggesting other items, and writing all items ordered on the guest check.

Customers have different needs that must be met. There are times when each customer at a table requires a separate check. There are customers that are in a rush while others wish to relax. The server should recognize these needs and provide appropriate service. Tips, when given, are for good service.

When taking the order, the server should be courteous and friendly at all times. Orders should be taken with interest and the server should maintain eye contact with the customer.

Some restaurants offer appetizers and hors d'oeuvres to stimulate a customer's appetite. Appetizers are served as a first course with a meal and hors d'oeuvres are served before a meal. The server should be dependable by bringing appetizers and hors d' oeuvres and/or providing service as promised.

Notes

Describe "upselling" and "suggestive selling."

Discuss importance of writing all items on the check and its relationship to gross sales and profits.

Have learners recall being customers in restaurants. Were they relaxed, in a rush, etc. Have them compare this experience with their satisfaction with the service.

Talk about tips and the relationship to good service.

Describe why some customers would want separate checks.

Explain what appetizers and hors d'oeuvres are.

Discuss the importance of attitudes such as courtesy, dependability, friendliness, and interest.

LEARNING MODULE

Duty: Serving the Customer

Task: Take the Order

Demonstration:	Notes
Observe the demonstration on taking the order. Observe that each of the following steps was completed. The person taking the order: 1. assisted the customer/guest with making a selection. 2. recorded the order. 3. repeated the order. 4. used upselling skills as possible. List in the "notes" column more specific details from your observation.	Demonstrate the task. Advise learners that they should take notes in more specific detail than the steps listed. Demonstrate the task described in the "Instruction" section which follows.

LEARNING MODULE

Duty: Serving the Customer

Task: Take the Order

Instruction:

1. Take the pre-test.
2. Read the introduction.
3. Discuss the introduction.
4. Observe the demonstration.
5. Discuss the demonstration and the following specific procedures:

   TASK: Take the Order.

   SUB-TASKS:

   1. Determine who is to receive the guest check (also how many are needed).
   2. Write date, table number, server's name and number in party (number to be served at table).
   3. Stand at some point of table that can serve as a reference to help remember what each person ordered.
   4. As each guest gives his/her order, clarify the order before writing it.
   5. Ask each guest to express their desires as to how they wish their food to be prepared.
   6. Use upselling and suggestive selling techniques.
6. Practice the procedure.
7. Take the post-test.

Notes

1. Give the pre-test. Explain that a person can "test out" of communication and computation units by passing 2 of 3 items for that unit.
2. Allow learners to read the introduction. Discuss what they have read.
3. Provide a demo for performing the task. Use more specific procedures than those listed. Ask the learners to take notes in more specific detail to be discussed after the demostration.
4. Allow the learners to consider the task and their personal experience in restaurants and describe similarities/differences.
5. Provide ample opportunity for the learner to practice the task.
6. Provide ample time for supervision and feedback.
7. Provide for a question and answer session.
8. Give the post-test.

LEARNING MODULE

Duty: Serving the Customer

Task: Take the Order

Practice:

Your instructor will allow you to practice the task, Take the Order. Practice the task described in the instruction section of this module. Be sure to complete each step.

Your instructor will be watching to make sure you do the job right. Your attitude is very important and a good attitude will result in job well done.

Begin your practice.

Notes

Provide setting for performing the task.

Supervise the learners to make sure they perform all the steps.

Carefully observe. Be helpful.

Allow practice until you feel learners have developed skills and will be friendly and courteous when performing the task.

LEARNING MODULE

Duty: Serving the Customer

Task: Take the Order

Post-Test	Notes
The post-test is the same as the pre-test. You need to answer 2 of the questions correctly for each communication and computation skill. If you cannot do this, you will be provided additional instruction and practice. After successfully completing the written test, you will perform the task for your instructor. When you successfully perform the task, you may go on to the next module.	To successfully complete, the learner must pass each communication and computation skill. The learner must perform the task competently demonstrating application of knowledge, attitude and procedure skills. Learners with weaknesses need to be counseled to repeat those areas until they gain acceptable proficiency.

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Process the Order

CURRICULUM DEVELOPMENT WORKSHEET

(3) **Your DUTY is:** Serving the Customer

(4) **Your TASK is to:** Process the Order

(13) **References and Resources:**

(5) **You will use (Tools and Equipment):**

Trays, prepared food, other eating utensils

(6) **You will be successful when (Criteria):**

Customer is served satisfactorily and according to employer's specifications.

(7) **Pre-Test Description:**

3 items for each communication skill, written items for the task and a performance test.

(8) **Learner Activities:**

1. Take Pre-Test
2. Read Introduction
3. Discuss Introduction
4. Observe Demonstration
5. Discuss Procedure
6. Practice Procedure
7. Take Post-Test

(9) **Teacher Activities:**

1. Give Pre-Test
2. Allow students to read introduction
3. Introduce task through lecture/ discussion
4. Provide a demonstration
5. Provide each student ample opportunity to practice the task
6. Provide ample supervision and feedback
7. Provide for question and answer session
8. Give Post-Test

(10) **Materials Needed:**

Laboratory Simulation

Transparencies

(11) **Related Instruction: (Prerequisites)**

Communication Skills:

L1,7,10,11,12,20,27,37,39,40, 41,43,44,46

Attitudes:

Cheerful
Positive

(12) **Post-Test Description:** Same as Pre-Test

LEARNING MODULE

Duty: Serving the Customer

Task: Process the Order

Pre-Test

1. How should the waiter/waitress serve food?
   - a. from the right using the right hand
   - b. from the right using the left hand
   - c. from the left using the left hand
   - d. from the left using the right hand
2. What is the correct way to serve beverages?
   - a. from the right using the right hand
   - b. from the right using the left hand
   - c. from the left using the left hand
   - d. from the left using the right hand
3. How should a server serve a customer at a booth?
   - a. always use the left hand
   - b. always use the right hand
   - c. serve with the hand farthest away from the customer
   - d. serve with the hand nearest the customer
4. How may large trays be carried?
   - a. with one hand
   - b. with the palm of one hand
   - c. by the hip carry
   - d. by the shoulder carry
5. When setting a table, where is the beverage glass/cup placed?
   - a. above the tip of the fork
   - b. above the top of the knife
   - c. directly in front of the plate
   - d. beside the salad fork

Notes

The pre-test includes 3 items for each communication skill.

Answers:

1. a
2. c
3. a
4. d
5. b
6. b
7. a
8. c
9. d
10. b
11. b

Learners can "test out" of any communication skill if they answer 2 of the 3 items correctly.

Duty: Serving the Customer

Task: Process the Order

Pre-Test

6. A complete place setting for each customer is known as a:
   a. setting.
   b. cover.
   c. set-up.
   d. pattern.
7. When setting a table, the forks are placed:
   a. on the left side of the cover.
   b. on the right side of the cover.
   c. on the napkin on the right side.
   d. at the top of the plate.
8. What does "portion control" mean?
   a. adjusting the selling price
   b. serving customers before food runs out
   c. keeping each serving constant in size
   d. reducing the size of each serving
9. Which of the following would not be signs of food poisoning?
   a. nausea and vomiting
   b. headaches and fever
   c. cramps and diarrhea
   d. chills and rash

Notes

LEARNING MODULE

Duty: Serving the Customer

Task: Process the Order

Pre-Test	Notes
10. How often should food service employees wash their hands? a. before beginning work b. after each separate task c. at the end of the day d. after serving each person at a table 11. What is the proper method of clearing the table before serving the dessert? a. Stand on the person's left and pick up the dish with your right hand. b. Stand on the person's left and pick up the dish with your left hand. c. Stand on the person's right and pick up the dish with your right hand. d. Stand on the person's right and pick up the dish with your left hand.	

LEARNING MODULE

Duty: Serving the Customer

Task: Process the Order

What: (Performance Objective)	Notes
You are serving the customer You will process the order. You will use trays, prepared food and other eating utensils as necessary.	
When: (Criteria)	
You will know that you have successfully completed this task when the customer has been served satisfactorily according to employer's specifications.	
Why:	
The order must be processed properly to: 1. keep the customer happy. 2. maintain portion control. 3. maintain a profitable business.	

LEARNING MODULE

Duty: Serving the Customer

Task: Process the Order

Introduction:

Processing the order will require you to bring it to the kitchen, deliver it when it is cooked, watch for customer satisfaction and maintain a clean table.

It is important that you write the order legibly using abbreviations that are accepted by your employer so the cooks in the kitchen know what has been ordered and can prepare it according to the customer's wishes.

There are proper ways for serving food. Food is always served using your right hand from the right side of the customer. Beverages are just the opposite and you use your left hand from the left side of the customer. When a customer is in a booth, you serve the food using your left hand only. When carrying food to the customer on a tray, always place the tray on your shoulder.

Each serving of food is the same size in restaurants. If this does not occur, it would be difficult to anticipate how much food to order and cook and remain profitable.

Hygiene is very important for the server. The server's hands should be washed after every task. Normal grooming procedures should be used along with the employer's policy.

Attitudes are very important when serving food. You should always smile and be positive. A negative attitude on your part can create a negative attitude on the part of the customer towards the restaurant.

It is important for the server to know something about illness. If a customer shows symptoms of food poisoning, or any other life threatening illness, it is important to notify the management right away.

Finally, the server must know how to set a table in order to maintain a clean table. Dishes should be removed as soon as possible. Customers appreciate this kind of attention.

Notes

Describe different procedures for bringing the order to the kitchen. Fast food places do it differently than formal restaurants, for example.

Discuss why an order needs to be written legibly so the customer gets what they ordered.

Discuss the proper ways for serving food.

Discuss portion control and why it is important to a profitable business as well as customer attitudes (no one likes to see someone else get more they they do).

Discuss why hygiene is important to the food server.

Discuss proper attitudes and how negative attitudes can ruin the meal and cause a negative reaction to the restaurant.

Discuss illnesses and how they can be recognized. Discuss the Heimlich Maneuver, how it is used, and how it can save lives.

Discuss table settings and the proper way to set a table.

LEARNING MODULE

Duty: Serving the Customer

Task: Process the Order

Demonstration:	Notes
Observe the demonstration on processing the order. Observe that each of the followings steps was completed. The person processing the order: 1. passed the order to the kitchen. 2. delivered the completed order. 3. determined customer satisfaction. 4. maintained a clean table. List in the "notes" column more specific details from your observation.	Demonstrate the task. Advise learners that they should take notes in more specific detail than the steps listed. Demonstrate the task described in the "Instruction" section which follows.

LEARNING MODULE

Duty: Serving the Customer

Task: Process the Order

Instruction:

1. Take the pre-test.
2. Read the introduction.
3. Discuss the introduction.
4. Observe the demonstration.
5. Discuss the demonstration and the following specific procedures:

TASK: Serve the Meal.

SUB-TASKS:

1. Place chilled butter on cold bread and butter plate.
2. Place bread and crackers to the left and above fork.
3. Ask customers if they want a hot beverage with their meal.
4. Place soup or cocktail in center of cover.
5. Remove soup or cocktail service when guest has finished.
6. Place vegetable dishes above cover.
7. When salad is served, place it to the left of fork.
8. Place hot beverage at right of cover, cup handle turned to the right and creamer above the cup.
9. Place cold drink a little to the right of and below water glass.
10. Lay serving silver to the right of platter or casserole.
11. Place warmed dinner plate front and center of diner.
12. Remove dishes in this order: entree plate, salad plate, bread and butter place, vegetable dishes and silver.
13. Crumb the table.
14. Place dessert silver to right of cover and dessert in center.
15. Serve beverage if desired.
16. Ask if further service is desired.

Notes

1. Give the pre-test. Explain that a person can "test out" of communication units by passing 2 of 3 items for that unit.
2. Allow learners to read the introduction. Discuss what they have read.
3. Provide a demo for performing the task. Use more specific procedures than those listed. Ask the learners to take notes in more specific detail to be discussed after the demostration.
4. Allow the learners to consider the task and their personal experience in restaurants and describe similarities/differences.
5. Provide ample opportunity for the learner to practice the task.
6. Provide ample time for supervision and feedback.
7. Provide for a question and answer session.
8. Give the post-test.

LEARNING MODULE

Duty: Serving the Customer

Task: Process the Order

Instruction:	Notes
TASK: Clear the Table. SUB-TASKS: 1. Remove dishes and flatware as guests finish each course. NOTE: Clear dishes from right of guests with right hand moving around table. 2. Scrape and stack dirty dishes in nearby bus box or tray. NOTE: Stack dishes so they are well balanced and safe to carry. 3. Pick up papers, napkins and soiled silver and place in bus box or tray. 4. If dessert is to be served, leave drinking glasses and coffee cups on table. 5. Crumb table by sweeping loose food pieces into clean plate or container with clean, folded napkin. 6. Practice the procedure. 7. Take the post-test.	

LEARNING MODULE

Duty: Serving the Customer

Task: Process the Order

Practice:

Your instructor will allow you to practice the task, Process the Order. Be sure to complete each step.

Your instructor will be watching to make sure you do the job right. Your attitude is very important and a good attitude will result in a job well done.

Begin your practice.

Notes

Provide setting for performing the task.

Supervise the learners to make sure they perform all the steps.

Carefully observe. Be helpful.

Allow practice until you feel learners have developed skills and attitudes required to perform the task to an employer's standard.

LEARNING MODULE

Duty: Serving the Customer

Task: Process the Order

Post-Test

The post-test is the same as the pre-test.

You need to answer 2 of the questions correctly for each communication skill. If you cannot do this, you will be provided additional instruction and practice.

After successfully completing the written test, you will perform the task for your instructor. When you successfully perform the task, you may go on to the next module.

Notes

To successfully complete, the learner must pass each communication skill.

The learner must perform the task competently demonstrating application of knowledge, attitude and procedure skills.

Learners with weaknesses need to be counseled to repeat those areas until they gain acceptable proficiency.

Complete the Order

CURRICULUM DEVELOPMENT WORKSHEET

(3) **Your DUTY is:** Serving the Customer

(4) **Your TASK is to:** Complete the Order

(13) **References and Resources:**

(5) **You will use (Tools and Equipment):**

Guest check, pen or pencil, calculator

(6) **You will be successful when (Criteria):**

When the sale has been closed to the customer's satisfaction and according to the employer's specifications.

(7) **Pre-Test Description:**

3 items for each communicationand computation skill, written items for the task and a performance test.

(8) **Learner Activities:**

1. Take Pre-Test
2. Read Introduction
3. Discuss Introduction
4. Observe Demonstration
5. Discuss Procedure
6. Practice Procedure
7. Take Post-Test

(9) **Teacher Activities:**

1. Give Pre-Test
2. Allow students to read introduction
3. Introduce task through lecture/ discussion
4. Provide a demonstration
5. Provide each student ample opportunity to practice the task
6. Provide ample supervision and feedback
7. Provide for question and answer session
8. Give Post-Test

(10) **Materials Needed:**

Laboratory Simulation

Transparencies

(11) **Related Instruction: (Prerequisites)**

Communication Skills:

L1,7,11,12,20,27,39,40,41,43, 44,46

Computation Skills:

M1, 3,4,5,18,21,22,23,30,36, 71,73

Attitudes:

Friendliness
Prompiness

(12) **Post-Test Description:** Same as Pre-Test

LEARNING MODULE

Duty: Serving the Customer

Task: Complete the Order

Pre-Test

1. How should a guest check be presented to the customer?
   a. face up at the table
   b. face down at the table
   c. folded in half at the table
   d. at the cash register
2. What is the total of the following guest check?

Club Steak	7.50
Trout Fries	9.35
Subtotal	16.85
5% sales tax	______
Total	______

   a. $17.69
   b. $18.69
   c. $19.69
   d. $20.69
3. Sales tax is 5% on the dollar. What amount of sales tax would there be on a guest check totalling $8.35?
   a. $.40
   b. $.41
   c. $.42
   d. $.43

Notes

The pre-test includes 3 items for each communication and computation skill.

Answers:
1. b
2. a
3. c
4. d
5. d
6. b
7. a

Learners can "test out" of any communication and computation skill if they answer 2 of the 3 items correctly.

LEARNING MODULE

Duty: Serving the Customer

Task: Complete the Order

Pre-Test

4. The guest check should be totalled:
   a. after each course is served.
   b. when the main course is served.
   c. when the main course is completed.
   d. when no further service is desired.

5. Select the best answer. Payment for a guest check can be made using:
   a. cash.
   b. check.
   c. credit card.
   d. depends on the business

6. If the guest doesn't understand the charges on the check:
   a. call the manager.
   b. explain check.
   c. call the cashier.
   d. write a new guest check.

7. When closing the sale, you should always:
   a. invite the customer back again.
   b. rush the customer so someone else can have the table.
   c. ask to see some identification to verify payment.
   d. show the guest to the front door.

Notes

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LEARNING MODULE

Duty: Serving the Customer

Task: Complete the Order

What: (Performance Objective)	Notes
You are serving the customer. You will complete the order. You may need to use a guest check, pen or pencil, and calculator.	
When: (Criteria)	
You will know you have successfully completed this task when you have completed the order to the customer's satisfaction and according the employer's specifications.	
Why:	
The order must be completed so: 1. the customer can pay the bill. 2. the business can accept payment. 3. additional customers can be served.	

LEARNING MODULE

Duty: Serving the Customer

Task: Complete the Order

Introduction:

Completing the order and closing the sale can be the most important task for the customer service employee. Guests should feel satisfied and content that they received a good value for their money, that their service was satisfactory, and that they were made to feel welcome.

The guest check should be presented only when the server has determined that no further service is desired. Sometimes a customer will stay over coffee or dessert. They should at no time feel rushed. Once the customer decides they want the check, it should be provided quickly. The check should be presented face down at the table. Be aware and never assume that the gentleman will be the one to pay.

It is important that the check is written neatly. You should answer any questions the customer has about the charges. The charges should be added and the sales tax, if any, computed correctly. You need to be aware of the forms of payment the business accepts. Many will not accept personal checks, money orders, travelers checks, and/or credit cards.

It is important to close the sale in a friendly manner. The customer should be invited to return and feel as though the invitation was sincere.

When completing the order, you will need to:

1. Present the check
2. Accept payment
3. Close the sale

Notes

Define "close the sale."

Discuss ways the server can determine when no further service is necessary. Have learners recall their own experiences in restaurants.

Discuss the importance of "turnover" or serving as many people as possible without rushing any guests.

Explain that it can be annoying for the customer when they are ready to leave and the check is late.

Indicate that the server should be alert as to who will pay and not to make the assumption that the gentleman will pay.

Describe why it is important that the check be written legibly, that any questions the customer may have be answered satisfactorily, and that the charges be computed correctly.

Discuss that different restaurants have different policies concerning forms of payment that are accepted. Some may not accept credit cards or only certain credit cards, for example.

Explain it is important that the customer be invited to return and that they feel welcome to return.

LEARNING MODULE

Duty: Serving the Customer

Task: Complete the Order

Demonstration:	Notes
Observe the demonstration on completing the order. Observe that each of the following steps was completed.	Demonstrate the task.
The person completing the order: 1. presented the check. 2. accepted payment. 3. closed the sale.	Advise learners that they should take notes in more specific detail than the steps listed. Demonstrate the task described in the "Instruction" section which follows.
List in the "Notes" column, more specific details from your observation.	

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LEARNING MODULE

Duty: Serving the Customer

Task: Complete the Order

Instruction:

1. Take the pre-test.
2. Read the introduction.
3. Discuss the introduction.
4. Observe the demonstration.
5. Discuss the demonstration and the following specific procedures:

   TASK: Total order and present to patron.

   SUB-TASKS:

   1. Determine who is to receive the guest check.
   2. Total check when certain that patron does not wish further service.
   3. Check math to ensure accuracy.
   4. Lay check face down to right of cover.
   5. Lay check in center of table when there is a group of people.
   6. Thank the customers and invite them to return.

   TASK: Accept payment for guest check.

   SUB-TASKS:

   1. Identify acceptable form of payment.
   2. Accept payment in acceptable form.
   3. Process payment (get change or charge form).
   4. Give guest change or ask to sign charge form.
   5. Examine charge form for all necessary information.
6. Practice the procedure.
7. Take the post-test.

Notes

1. Give the pre-test. Explain that a person can "test out" of communication and computation units by passing 2 of 3 items for that unit.
2. Allow learners to read the introduction. Discuss what they have read.
3. Provide a demo for performing the task. Use more specific procedures than those listed. Ask the learners to take notes in more specific detail to be discussed after the demostration.
4. Allow the learners to consider the task and their personal experience in restaurants and describe similarities/differences.
5. Provide ample opportunity for the learner to practice the task.
6. Provide ample time for supervision and feedback.
7. Provide for a question and answer session.
8. Give the post-test.

LEARNING MODULE

Duty: Serving the Customer

Task: Complete the Order

Practice:	Notes
Your instructor will allow you to practice the task, Complete the Order. Practice the task. Be sure to complete each step. Your instructor will be watching to make sure you do the job right. Your attitude is very important and a good attitude will result in a job well done. Begin your practice.	

LEARNING MODULE

Duty: Serving the Customer

Task: Complete the Order

Post-Test	Notes
The post-test is the same as the pre-test. You need to answer 2 of the questions correctly for each communication and computation skill. If you cannot do this, you will be provided additional instruction and practice. After successfully completing the written test, you will perform the task for your instructor. When you successfully perform the task, you may go on to the next module.	

Set-Up Cash Drawer

CURRICULUM DEVELOPMENT WORKSHEET

(3) **Your DUTY is:** Cashiering

(4) **Your TASK is to:** Set-up Cash Drawer

(13) **References and Resources:**

(5) **You will use (Tools and Equipment):**

Cash register with money in different denominations

(6) **You will be successful when (Criteria):**

The cash drawer and contents are prepared accurately according to employer specifications.

(7) **Pre-Test Description:**

3 items for each communication and computation skill, written items for the task and a performance test.

(8) **Learner Activities:**

1. Take Pre-Test
2. Read Introduction
3. Discuss Introduction
4. Observe Demonstration
5. Discuss Procedure
6. Practice Procedure
7. Take Post-Test

(9) **Teacher Activities:**

1. Give Pre-Test
2. Allow students to read introduction
3. Introduce task through lecture/ discussion
4. Provide a demonstration
5. Provide each student ample opportunity to practice the task
6. Provide ample supervision and feedback
7. Provide for question and answer session
8. Give Post-Test

(10) **Materials Needed:**

Laboratory Simulation

Transparencies

(11) **Related Instruction: (Prerequisites)**

Communication Skills:

L10,13,15,17,18,20,27,43,44, 46

Computation Skills:
M1,3,4,5,21,22,23,71,73

Attitudes:

Responsibility
Judgments
Conscience

(12) **Post-Test Description:** Same as Pre-Test

LEARNING MODULE

Duty: Cashiering

Task: Set-up Cash Drawer

Pre-Test

1. Which of the following is not a type of cash register?
   a. mechanical
   b. electrical
   c. magical
   d. electronic
2. Which best describes the trays in a cash register?
   a. removable
   b. breakable
   c. accountable
   d. repairable
3. Which of the following types of cash registers are the most modern?
   a. mechanical
   b. electrical
   c. magical
   d. electronic
4. Which of the following is the worst way to ensure the security of the cash register?
   a. Every person has a code number when operating the cash register.
   b. Only one person performs all transactions.
   c. All servers have access to a cash register.
   d. The cash register is operated only by the manager.
5. At the start of a shift, the cashier should:
   a. have a fresh cash drawer with a specified amount of cash.
   b. continue where the previous shift left off.
   c. use their own personal change as long as possible.
   d. check out for the previous cashier.

Notes

The pre-test includes 3 items for each communication and computation skill.

Answers:

1. c
2. a
3. d
4. c
5. a
6. d
7. b

Learners can "test out" of any communication or computation skill if they answer 2 of the 3 items correctly.

LEARNING MODULE

Duty: Cashiering

Task: Set-up Cash Drawer

Pre-Test

6. To ensure a balanced cash register at the end of a shift, the cashier, at the beginning of the shift, should:

   a. start with a fresh cash drawer.

   b. use their own money whenever possible.

   c. demand a new cash register.

   d. count the cash in their cash drawer.

7. Which of the following does not have a space in a cash drawer?

   a. one dollar bills

   b. fifty dollar bills

   c. ten dollar bills

   d. twenty dollar bills

Notes

LEARNING MODULE

Duty: Cashiering

Task: Set-up Cash Drawer

What: (Performance Objective)

You are cashiering.

You will set-up the cash drawer.

You will use a cash register and money in different sizes and amounts.

When: (Criteria)

You will know that you have successfully completed this task when the cash drawer and contents are prepared accurately according to employer rules.

Why:

The cash drawer must be set-up to:

1. provide operating cash.
2. keep an accurate record of all sales.

Notes

LEARNING MODULE

Duty: Cashiering

Task: Set-up Cash Drawer

Introduction:

In most businesses, money is kept and change is made using a cash register. Cash registers have been in use for many years. The older ones were hand operated. Electricity helped make the old ones easier to use but were still noisy and too hard to use. The newest types are electronic and are actually very small computers. By pressing the right buttons, they can list the customer's order and compute the price including sales tax.

Shortages caused by mistakes when operating the cash register are not acceptable. To reduce the chance of shortages, most employers will assign the job of operating the cash register to one person. That person has to make sure that people can not get into the cash register and that there are no shortages.

At the start of a shift, a fresh cash drawer is given to the cashier with a set amount of cash. It is the duty of the cashier to count the cash to make sure it is correct. The total amount for a shift is the total cash in the drawer at the end of the shift minus the beginning cash. This total needs to balance with the amount taken in during the shift. If the total is over, it is an overage; if the total is under, it is a shortage.

There are spaces in the cash drawer for the different money sizes and amounts. These usually include pennies, nickels, dimes, quarters, and half dollars as well as one, five, ten, and twenty dollar bills. Some cash registers have a large space for checks and larger bills while others require the cashier to place them under the tray.

Being a cashier is a very responsible position. It requires an honest, accurate, and dependable person.

Notes

Emphasize that the newer types of cash registers are electronic. Describe how some can keep inventory, automatically print a bill that lists the items purchased, and automatically compute sales tax. Some are even linked to inventory and portion control to maintain a barometer on the business profits.

Discuss shortages and overages. Most businesses consider one as bad as the other. While shortages come out of the company profits, overages could indicate that someone paid more than they were charged.

Explain that when responsible for the cash register, the cashier should be the only one in it. If others are in the register and something is missing, the cashier will be responsible. Some businesses will deduct shortages from the cashier's wages.

Explain that each shift starts with a fresh cash drawer with a specific amount of money. The total at the end of the shift minus this starting amount are the gross receipts. When the guest checks are compared against the gross receipts, they should be equal.

Explain how important it is that each denomination of money be kept in its own slot so any mistakes will be minimized when making change.
Emphasize the importance of attributes and attitudes such as responsibility, dependability, and honesty.

LEARNING MODULE

Duty: Cashiering

Task: Set-up Cash Drawer

Demonstration:

Observe the demonstration on setting-up the cash drawer. Observe that each of the following steps was completed.

The cashier:

1. Counted and verified cash;
2. Compared total received to allotted;
3. Placed cash in the tray.

List in the "notes" column more specific details from your observation.

Notes

Demonstrate the task.

Advise learners that they should take notes in more specific detail than the steps listed. Demonstrate each of the tasks described in the "Instruction" section which follows.

LEARNING MODULE

Duty: Cashiering

Task: Set-up Cash Drawer

Instruction:

1. Take the pre-test.
2. Read the introduction.
3. Discuss the introduction.
4. Observe the demonstration.
5. Discuss the demonstration and the following specific procedures.

   TASK: Prepare cash drawer for daily business.

   SUB-TASKS:

   1. Count money received.
   2. Fill out and sign receipt form showing amounts of each denomination and total amount of cash.
   3. Place change fund into appropriate sections in cash drawer.
6. Practice the procedure.
7. Take the post-test.

Notes

1. Give the pre-test. Explain that a person can "test out" of communication and computation units by passing 2 of 3 items for that unit.
2. Allow learners to read the introduction. Discuss what they have read.
3. Provide a demo for performing the task. Use more specific procedures than those listed. Ask the learners to take notes in more specific detail to be discussed after the demostration.
4. Allow the learners to consider the task and their personal experience in restaurants and describe similarities/differences.
5. Provide ample opportunity for the learner to practice the task.
6. Provide ample time for supervision and feedback.
7. Provide for a question and answer session.
8. Give the post-test.

LEARNING MODULE

Duty: Cashiering

Task: Set-up Cash Drawer

Practice:

Your instructor will allow you to practice the task, Set-up Cash Drawer. Practice the task described in the instruction section of this module. Be sure to complete each step.

Your instructor will be watching to make sure you do the job right. Your attitude is very important, a good attitude will result in a job well done.

Begin your practice.

Notes

Provide setting for performing the task.

Supervise the learners to make sure they perform all the steps.

Carefully observe. Be helpful.

Allow practice until you feel learners have developed skills and attitudes required to perform the task to an employer's standard.

LEARNING MODULE

Duty: Cashiering

Task: Set-up Cash Drawer

Post-Test

The post-test is the same as the pre-test.

You need to answer 2 of the questions correctly for each communication and computation skill. If you cannot do this, you will be provided additional instruction and practice.

After successfully completing the written test, you will perform the task for your instructor. When you successfully perform the task, you may go on to the next module.

Notes

To successfully complete, the learner must pass each communication and computation skill.

The learner must perform the task competently, demonstrating application of knowledge, attitude, and procedure skills.

Learners with weaknesses need to be counseled to repeat those areas until they gain acceptable proficiency.

Ring Up Sales

CURRICULUM DEVELOPMENT WORKSHEET

(3) **Your DUTY is:** Cashiering

(4) **Your TASK is to:** Ring Up Sales

(13) **References and Resources:**

(5) **You will use (Tools and Equipment):**

Cash register, guest charges, money in different denominations

(6) **You will be successful when (Criteria):**

The cash drawer is in balance and the money has been handled according to the employer's specifications.

(7) **Pre-Test Description:**

3 items for each communication and computation skill, written items for the task and a performance test.

(8) **Learner Activities:**

1. Take Pre-Test
2. Read Introduction
3. Discuss Introduction
4. Observe Demonstration
5. Discuss Procedure
6. Practice Procedure
7. Take Post-Test

(9) **Teacher Activities:**

1. Give Pre-Test
2. Allow students to read introduction
3. Introduce task through lecture/ discussion
4. Provide a demonstration
5. Provide each student ample opportunity to practice the task
6. Provide ample supervision and feedback
7. Provide for question and answer session
8. Give Post-Test

(10) **Materials Needed:**

Laboratory Simulation

Transparencies

(11) **Related Instruction: (Prerequisites)**

Communication Skills:

L1,7,10,11,12,13,15,17,18,20, 27,37,39,40,41,43,44,46

Computation Skills:
M1,3,4,5,18,21,22,23,71,73

Attitudes:

Honesty
Responsibility
Dependability

(12) **Post-Test Description:** Same as Pre-Test

LEARNING MODULE

Duty: Cashiering

Task: Ring Up Sales

Pre-Test

1. If a twenty dollar bill is presented for a check totalling $10.44, what is the correct change?
   - a. $9.26
   - b. $9.46
   - c. $9.56
   - d. $9.76
2. When making change, where should you place the bill?
   - a. on the ledge of the cash register
   - b. in the cash drawer before you make the correct change
   - c. under a paper weight
   - d. in your pocket
3. How much change would the customer receive from a ten dollar bill if the food sale amounted to $6.59?
   - a. $2.41
   - b. $3.31
   - c. $3.41
   - d. $4.21
4. The main task of the cashier is to:
   - a. ring up sales accurately.
   - b. talk to the customer.
   - c. upsell the customer.
   - d. seat the customer.
5. Why should the cashier never leave the cash register without making someone else responsible?
   - a. it doesn't look right
   - b. someone might steal from it
   - c. a customer might want some change
   - d. someone should be there to greet guests

Notes

The pre-test includes 3 items for each communication and computation skill.

Answers:

1. c
2. a
3. c
4. a
5. b
6. d
7. b
8. a

Learners can "test out" of any communication or computation skill if they answer 2 of the 3 items correctly.

Duty: Cashiering

Task: Ring Up Sales

Pre-Test

Notes

6. The cashier should ____________ if an error is made.
   - a. tell the manager
   - b. tell the owner
   - c. tell the server
   - d. follow company procedures
7. Why is it said that "the customer is always right"?
   - a. because usually it is true
   - b. because a customer is important to the business
   - c. because the customer might have a bodyguard
   - d. because most managers don't like to argue
8. If a cash register runs out of receipt tape, it is the responsibility of the ____________ to replace it.
   - a. cashier
   - b. cash register company
   - c. manager
   - d. custodian

LEARNING MODULE

Duty: Cashiering

Task: Ring Up Sales

What: (Performance Objective)

You are cashiering.

You will ring up sales.

You will need to use a cash register, guest charges, and money in different amounts.

Notes

When: (Criteria)

You will know that you have successfully completed this task when your cash drawer is in balance and the money was handled according to employer rules.

Why:

You must ring up sales to:

1. account for the customer's charge.
2. bring in cash for the business.

LEARNING MODULE

Duty: Cashiering

Task: Ring Up Sales

Introduction:

The main task of the cashier is to ring up sales. The cashier is also responsible for all the cash receipts and should never leave the cash register unattended. If the cashier should need to leave the register, someone who is in charge should take over.

It is important for the cashier to be able to add, subtract, and estimate. Many errors made by the server can be discovered by the cashier. The cashier is responsible to the business to find as many of these errors as possible.

When ringing up a sale, the cashier should never place the payment in the cash register until the change has been made. That way, if the customer argues that a twenty was used instead of a ten as payment, the cashier can show them the actual payment. If an error is made, the cashier should follow the rule of the business.

It is said many times that the "customer is always right". This is because the customer is important to the business. Many times when the cashier knows the customer is wrong, the manager will rule in favor of the customer. The cashier should take care never to be put in a position where someone has to choose if the cashier or the customer is wrong.

When ringing up sales, you will:

1. enter the amount;
2. enter the tax;
3. run the total;
4. accept the payment; and
5. make change.

Notes

Emphasize that the primary responsibility of the cashier is to ring up sales accurately and that they should check guest checks for errors.

Discuss what could happen if the cash register was left unattended.

Discuss why a cashier's work must be error free.

Discuss why a "customer is always right". Ask learners to think of examples from their experience.

LEARNING MODULE

Duty: Cashiering

Task: Ring Up Sales

Demonstration:	Notes
Observe the demonstration on ringing up sales. Observe that each of the following steps was completed. The person ringing up the sales: 1. entered the amount 2. entered the tax 3. totalled the sale 4. accepted payment 5. made change List in the "Notes" column more specific details from your observation.	Demonstrate the task. Advise learners that they should take notes in more specific detail than the step listed. Demonstrate each of the tasks described in the "Instruction" section which follows.

LEARNING MODULE

Duty: Cashiering

Task: Ring Up Sales

Instruction:

1. Take the pre-test.
2. Read the introduction.
3. Discuss the introduction.
4. Observe the demonstration.
5. Discuss the demonstration and the following specific procedures:

   TASK: Accept payment for check.

   SUB-TASKS:

   1. Receive check from customer.
   2. Ask customer if everything is all right.
   3. State amount of check.
   4. State amount of money customer gave to you.
   5. Check math.
   6. Place payment on shelf above drawer.
   7. Count change to the customer.
   8. Put money in drawer when customer is satisfied.

   TASK: Make change (non-change calculating cash register).

   SUB-TASKS:

   1. Receive cash from customer.
   2. Ask customer if everything is all right.
   3. State amount of check.
   4. State amount of money customer gave to you.
   5. Check math.
   6. Place payment on shelf above drawer.
   7. Count change to yourself.
   8. Count change aloud starting with total cost to customer as change is returned to the customer.
   9. Put money in drawer when customer is satisfied.

6. Practice the procedure.
7. Take the post-test.

Notes

1. Give the pre-test. Explain that a person can "test out" of communication and computation units by passing 2 of 3 items for that unit.
2. Allow learners to read the introduction. Discuss what they have read.
3. Provide a demo for performing the task. Use more specific procedures than those listed. Ask the learners to take notes in more specific detail to be discussed after the demostration.
4. Allow the learners to consider the task and their personal experience in restaurants and describe similarities/differences.
5. Provide ample opportunity for the learner to practice the task.
6. Provide ample time for supervision and feedback.
7. Provide for a question and answer session.
8. Give the post-test.

LEARNING MODULE

Duty: Cashiering

Task: Ring Up Sales

Practice:

Your instructor will allow you to practice the task, Ring Up Sales. Practice the task described in the instruction section of this module. Be sure to complete each step.

Your instructor will be watching to make sure you do the job right. Your attitude is very important. A good attitude will result in a job well done.

Begin your practice.

Notes

Provide setting for performing the task.

Supervise the learners to make sure they perform all the steps.

Carefully observe. Be helpful.

Allow practice until you feel learners have developed skills and attitudes required to perform the task to an employer's standard.

LEARNING MODULE

Duty: Cashiering

Task: Ring Up Sales

Post-Test	Notes
The post-test is the same as the pre-test. You need to answer 2 of the questions correctly for each communication and computation skill. If you cannot do this, you will be provided additional instruction and practice. After successfully completing the written test, you will perform the task for your instructor. When you successfully perform the task, you may go on to the next module.	To successfully complete, the learner must pass each communication and computation skill. The learner must perform the task competently, demonstrating application of knowledge, attitude, and procedure skills. Learners with weaknesses need to be counseled to repeat those areas until they gain acceptable proficiency.

Check Out at End of Shift

CURRICULUM DEVELOPMENT WORKSHEET

(3) **Your DUTY is:** Cashiering

(4) **Your TASK is to:** Check Out at End of Shift

(5) **You will use (Tools and Equipment):**

Cash drawer, receipts, paid-outs, forms

(13) **References and Resources:**

(6) **You will be successful when (Criteria):**

The money is secured and balanced according to employer specifications.

(7) **Pre-Test Description:**

3 items for each communication and computation skill, written items for the task and a performance test.

(8) **Learner Activities:**

1. Take Pre-Test
2. Read Introduction
3. Discuss Introduction
4. Observe Demonstration
5. Discuss Procedure
6. Practice Procedure
7. Take Post-Test

(9) **Teacher Activities:**

1. Give Pre-Test
2. Allow students to read introduction
3. Introduce task through lecture/ discussion
4. Provide a demonstration
5. Provide each student ample opportunity to practice the task
6. Provide ample supervision and feedback
7. Provide for question and answer session
8. Give Post-Test

(10) **Materials Needed:**

Laboratory Simulation

Transparencies

(11) **Related Instruction: (Prerequisites)**

Communication Skills:

L3, 7,9,10,13,14,15,17,18,20, 27,37,39,40,43,44,46

Computation Skills:

M1,3,4,5,18,20,21,22,23,71,73

Attitudes:

Accuracy

(12) **Post-Test Description:** Same as Pre-Test

LEARNING MODULE

Duty: Cashiering

Task: Check Out at End of Shift

Pre-Test

1. The cash drawer should be balanced at:
   - a. the end of each shift.
   - b. the end of the week.
   - c. the end of the month.
   - d. whenever the drawer is full.
2. The amount of money in the drawer at the end of a shift will be:
   - a. the total in the drawer less the starting balance.
   - b. the total in the drawer plus the starting balance.
   - c. the total in the drawer.
   - d. the starting balance.
3. When counting bills:
   - a. gather them all together in one pile.
   - b. group together all the bills that are the same.
   - c. wrap them around credit card receipts.
   - d. keep them in the cash drawer and "fan" them.
4. Who is responsible for the cashier drawer during a shift?
   - a. the manager
   - b. the owner
   - c. the shift supervisor
   - d. the cashier
5. If the cash drawer doesn't balance, what should be done first?
   - a. Notify the manager.
   - b. Notify the shift supervisor.
   - c. Recheck the receipts.
   - d. Replace the money.

Notes

The pre-test includes 3 items for each communication and computation skill.

Answers:

1. a
2. a
3. b
4. d
5. c
6. c
7. b

Learners can "test out" of any communication or computation skill if they answer 2 of the 3 items correctly.

LEARNING MODULE

Duty: Cashiering

Task: Check Out at End of Shift

Pre-Test	Notes
6. Coins usually come wrapped in a: a. bag. b. dollar bill. c. paper tube. d. rubber band. 7. Paid outs are considered: a. bills. b. cash. c. overdue. d. accounts receivable.	

LEARNING MODULE

Duty: Cashiering

Task: Check Out at End of Shift

What: (Performance Objective)

You are cashiering.

You will check out at end of shift.

You will need a cash drawer, receipts, paid-outs, and forms.

When: (Criteria)

You will know that you have successfully completed this task when the money is secured and balanced according to employer specifications.

Why:

The cashier must check out at the end of their shift to:

1. keep an accurate record of all work during the shift;
2. identify errors that may have happened; and
3. to allow the receipts to be desposited.

Notes

LEARNING MODULE

Duty: Cashiering

Task: Check Out at End of Shift

Introduction:

Balancing the cash drawer or checking out at the end of a shift is an important task. It is at this time that the gross receipts for the shift are counted. These receipts must equal the total on the sales slips that were written during the shift.

The cashier is responsible for checking out at the end of the shift and counting the receipts. Being exact is very important. When counting, each amount (1's, 5's, 10's, etc.), money should be separated into its own pile and counted separately. Coins should be wrapped in paper tubes according to the following schedule:

50 pennies
40 nickels
50 dimes
40 quarters
20 half dollars

This makes it easier to deposit in the bank.

Paid outs include money that is paid out of the cash drawer during a shift. This could include goods or services purchased by the restaurant. Paid outs are the same as cash and are treated like cash when checking out. The receipt for the paid out needs to be placed with the cash.

If the cash drawer doesn't balance, don't panic. Recheck all figures and recount the money and paid outs. If there is still a mistake, check the difference against all receipts as you may have added a guest check twice, etc.

Notes

Explain what is meant by "balancing the cash drawer" when checking out at the end of a shift.

Define "gross receipts".

Discuss why gross receipts and sales slips must total the same.

Emphasize that the cashier is responsible and that accuracy is very important.

Explain that when counting money, it is more accurate to count each denomination separately.

Explain what "paid-outs" are.

Explain in detail procedures what should be followed if the cash drawer doesn't balance. Emphasize that all errors must be located.

LEARNING MODULE

Duty: Cashiering

Task: Check Out at End of Shift

Demonstration:

Observe the demonstration. Observe that each of the following steps were completed.

The cashier:

1. counted the cash;
2. recorded each amount on the forms; and
3. prepared the deposit.

List in the "Notes" column more specific details from your observation.

Notes

Demonstrate the task.

Advise learners that they should take notes in more specific detail than the steps listed. Demonstrate each of the tasks described in the "Instruction" section which follows.

LEARNING MODULE

Duty: Cashiering

Task: Check Out at End of Shift

Instruction:

1. Take the pre-test.
2. Read the introduction.
3. Discuss the introduction.
4. Observe the demonstration.
5. Discuss the demonstration and the following specific procedures:

TASK: Balance cash drawer.

SUB-TASKS:

1. Total sales checks and record.
2. Separate bills, count, and record.
3. Regard charge card payment as bills.
4. Count and wrap coins.
5. Record amount of each denomination (1's, 5's, 10's, etc.)
6. Total all cash and charge slips.
7. Subtract amount of "opening" cash.
8. Total cash should equal sales slips.

TASK: Verify cash amount turned in on each shift.

SUB-TASKS:

1. Determine the smallest amount of cash that was to be left in cash drawer at all times.
2. Add all dollars, change, and any cash tickets together.
3. Take into account any paid-outs for the shift.
4. Subtract the smallest amount of cash to be left in the drawer from this total.
5. Sub-total paid key on posting machine.
6. Subtract from this machine reading, paid machine reading when last deposit was made.
7. Compare figure arrived at in step 3 with figure in step 5.

6. Practice the procedure.
7. Take the post-test.

Notes

1. Give the pre-test. Explain that a person can "test out" of communication and computation units by passing 2 of 3 items for that unit.
2. Allow learners to read the introduction. Discuss what they have read.
3. Provide a demo for performing the task. Use more specific procedures than those listed. Ask the learners to take notes in more specific detail to be discussed after the demostration.
4. Allow the learners to consider the task and their personal experience in restaurants and describe similarities/differences.
5. Provide ample opportunity for the learner to practice the task.
6. Provide ample time for supervision and feedback.
7. Provide for a question and answer session.
8. Give the post-test.

LEARNING MODULE

Duty: Cashiering

Task: Check Out at End of Shift

Practice:	Notes
Your instructor will allow you to practice the task, Check Out at the End of Shift. Practice the task described in the "Instruction" section of this module. Be sure to complete each step. Your instructor will be watching to make sure you do the job right. Your attitude is very important. A good attitude will result in a job well done. Begin your practice.	Provide setting for performing the task. Supervise the learners to make sure they perform all the steps. Carefully observe. Be helpful. Allow practice until you feel learners have developed skills and attitudes required to perform the task to an employer's standard.

Duty: Cashiering

Task: Check Out at End of Shift

Post-Test

The post-test is the same as the pre-test.

You need to answer 2 of the questions correctly for each communication and computation skill. If you cannot do this, you will be provided additional instruction and practice.

After successfully completing the written test, you will perform the task for your instructor. When you successfully perform the task, you may go on to the next module.

Notes

To successfully complete, the learner must pass each communication and computation skill.

The learner must perform the task competently demonstrating application of knowledge, attitude, and procedure skills.

Learners with weaknesses need to be counseled to repeat those areas until they gain acceptable proficiency.

DIVISION OF ADULT AND OCCUPATIONAL EDUCATION

WORKING SMART

The Los Angeles Unified School District Workplace Literacy Project

Communication Modules

Manual/Workbook

WORKPLACE LITERACY

Communication Skills Modules

(27)

L-1	Use Plural Words Appropriately in Writing and Speaking
L-3	Use Appropriate Abbreviations of Words
L-7	Use Appropriate Word Choices in Writing and Speaking
L-10	Use Appropriate Technical Terms and Vocabulary
L-11	Use Correct Agreement of Nouns, Verbs, Pronouns, Adjectives and Adverbs
L-12	Use Correct Person, Gender, Number, Case and Tense
L-13	Read, Understand, and Find Information or Gather Data From Books, Manuals, Directories or Other Documents
L-15	Draw Conclusion From Written Material
L-17	Read and Understand Business Forms and Letters
L-18	Read and Understand Graphs, Charts and Tables to Obtain Factual Information
L-20	Read and Follow Directions Given in Written Materials
L-27	Recall Details from Written and Verbal Information
L-28	Predict Outcomes Based on Written and Verbal Details
L-29	Identify Cause and Effect Relationship
L-30	Draw Inference from Written and Verbal Information

***L = Language**

WORKPLACE LITERACY
Communication Skills Modules - continued

L-35	Proofread for Correctness of Spelling, Grammar, Punctuation, and Capitalization
L-37	Write Logical and Understandable Statements and Phrases to Accurately Fill Out Forms
L-39	Speak Fluently with Individuals or Groups
L-41	Speak Effectively Using Appropriate Behaviors Such as Eye Contact, Posture and Gestures
L-42	Restate, Paraphrase and Summarize Written Materials to Confirm One's Own Understanding of What Was Read
L-43	Ask Appropriate Questions to Clarify Written and Oral Communications
L-44	Attend to Nonverbal Cues Such As Eye Contact, Posture and Gestures for Meaning in Conversations
L-45	Take Accurate Notes Which Summarize the Material Presented from Spoken Conversation
L-46	Follow Directions from Verbal Instructions

WORKPLACE LITERACY

Communication Skills

Listening

Modules 43, 44, 46

Speaking

Modules 39, 41, 45

Comprehension

Modules 13, 15, 17, 18, 20, 27, 28, 29, 30, 42

Writing

Modules 35, 37

Grammar

Modules 11, 12

Vocabulary

Modules 1, 3, 7, 10

LEARNING MODULE

Duty: Vocabulary

Task: L1 Use Plural Words Appropriately in Writing and Speaking

Pre-Test

Directions: Choose the best answer.

1. Which word is incorrect?

   A. Citeis
   B. Churches
   C. Loaves
   D. None of the above

2. Which word is incorrect?

   A. Buses
   B. Mens
   C. Skies
   D. None of the above

3. Which word is incorrect?

   A. Teeth
   B. Deer
   C. Mice
   D. None of the above

Notes

Answers:

1. A

2. B

3. D

LEARNING MODULE

Duty: Vocabulary

Task: L1 Use Plural Words Appropriately in Writing and Speaking

Instruction:

Task: Use plural words appropriately in writing and speaking.

1. Complete pre-test.
2. Discuss A, B, C.

A. What are plural words?

Words that have changed endings to show more than one item.

B. They are used to show more than "one".

C. How are they used?

1. Greetings.
2. Giving directions.
3. Letters.

Notes

Could be evaluated during intake.

LEARNING MODULE

Duty: Vocabulary

Task: L1 Use Plural Words Appropriately in Writing and Speaking

Practice:

1. Directions: Make these words plural.

   1. tax
   2. lady
   3. child
   4. glass
   5. man
   6. candy
   7. loaf
   8. wife

2. Find 10 plural words in the newspaper. Include the sentence it was found in.

3. Find 10 plural words in the dictionary.

Notes

1. Discuss these rules, and give drill and practice in the following examples:

   a. ss, x, zz, ch and sh.

   b. "f"

   c. "y"

   d. tooth - teeth
   child - children
   goose - geese
   woman - women
   man - men

LEARNING MODULE

Duty: Vocabulary

Task: L1 Use Plural Words Appropriately in Writing and Speaking

Post-Test

Directions: Choose the best answer.

1. Which word is incorrect?

   A. Citeis
   B. Churches
   C. Loaves
   D. None of the above

2. Which word is incorrect?

   A. Buses
   B. Mens
   C. Skies
   D. None of the above

3. Which word is incorrect?

   A. Teeth
   B. Deer
   C. Mice
   D. None of the above

Notes

Answers:

1. A

2. B

3. D

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Pre-Test	Notes
Directions: Choose the best answer. 1. Which of the following is the correct abbreviation? A. ave. B. Av. C. Ave. D. av 2. Which of the following is the correct abbreviation? A. Rod. B. rd. C. Rd. D. Rad. 3. Which of the following is the correct abbreviation? A. Sep. B. sept. C. se. D. Sept.	

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Instruction:

1. Complete the pre-test.
2. Participate in a discussion on:
    A. What are abbreviations?
    B. Why they are used?
    C. How they are used?
3. Complete the practice exercise.
4. Pass the post-test.

Notes

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Instruction:

ABBREVIATIONS

Were you ever in a hurry? Sometimes, you can save time by writing words shorter. When you write words in a shorter form you abbreviate. Abbreviations are usually followed by a period, but you will learn some exceptions in the lists of variations in this module.

Group 1
Months of the Year

January = Jan.
February = Feb.
March = Mar.
April = Apr.
May =
June = } no abbreviations
July =
August = Aug.
September = Sept.
October = Oct.
November = Nov.
December = Dec.

Group 2
Days of the Week

Sunday = Sun.
Monday = Mon.
Tuesday = Tues.
Wednesday = Wed.
Thursday = Thurs.
Friday = Fri.
Saturday = Sat.

Notes

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Instruction:

Notes

Use abbreviations in the following sentences for all the months of the year and the days of the week. Write the sentences, with abbreviations, on a separate sheet of paper. Some sentences will have only one abbreviation, while others will have several.

REMEMBER: *When an abbreviation comes at the end of a telling or commanding sentence, only one period is needed.*

1. George's brother was born on Thursday, June 20, 1978.
2. Trees are prettiest in the autumn months of September and October.
3. Father will attend a meeting on Wednesday, June 26th.
4. The wettest months of the year are December, January, and February.
5. The rains in April help the flowers grow.
6. The school week is Monday, Tuesday, Wednesday, Thursday, and Friday.

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviatic s of Words

Instruction:

Notes

7. The smallest state in the continental United States is Rhode Island, and the capital of the largest state is Austin, Texas.

8. One of Joe's favorite vacation spots is Cancun Mexico.

9. New Orleans, Louisiana, is known for its great jazz music.

10. From Phoenix, Arizona, we drove to the Grand Canyon which was carved by the Colorado River over a two billion year time period.

11. Many people like to visit Reno, Nevada, for its gambling and shows.

12. John F. Kennedy, the famous American president, grew up in Cape Cod, Massachusetts.

13. Buena Park, California has two famous fun centers, Knots Berry Farm and Disneyland.

14. Minneapolis and St. Paul, Minnesota, are known as the twin cities.

15. Holland, Michigan, has a Dutch tulip festival every May.

16. Chicago, Illinois, is the home of the world's tallest building.

17. The capital of New York is not New York City, it is Albany, New York.

18. Plymouth, Massachusetts, is the landing place of the Pilgrims.

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Instruction:

Notes

Group 3
Addresses

Boulevard = Blvd.
Street = St.
Road = Rd.
Avenue = Ave.
Drive = Dr.
Court = Ct.
Place = Pl.
South = S.
East = E.
North = N.
West = W.

Group 4
Special Names

President = Pres.
Senator = Sen.

Group 4
Special Names (Cont.)

Representative = Rep.
Governor = Gov.
Doctor = Dr.
Reverend = Rev.
Mister = Mr.
Madame = Mrs.
Mistress = Ms., Miss
Colonel = Col.
Major = Maj.
Captain = Capt.
Lieutenant = Lt.
Sergeant = Sgt.
Junior = Jr.
Senior = Sr.
Brothers = Bros.
Company = Co.
Corporation = Corp.

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Practice:

Notes

Use abbreviations from Groups 3 and 4 in the following sentences. Write the sentences, with abbreviations, on a separate sheet of paper.

1. Doctor Martha J. Smith moved her office from 8 South Michigan Avenue to 55 West Washington Street.
2. Representative Julian Dixon and Senator Alan Cranston are both running for re-election.
3. Lieutenant Marjorie Long and Colonel Oliver North both joined the astronaut program.
4. Henry Jenkins, Junior, went into partnership with his father, Henry Jenkins, Senior.
5. Repairs are being made on Pico Boulevard, Peck Road, Beverly Drive, Columbus Court, and Highland Place.
6. Governor Jerry Brown had a meeting with the Shell Corporation to discuss air pollution control.
7. Farmer John Meat Packing Company sells all types of meats to local stores.
8. Sergeant Argo moved to 181 East Rodeo Drive.
9. Reverend Rodgers is the pastor of the new church.
10. Mister and Madame Hernandez live at 121 North Main Street.

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Instruction:

Notes

Group 5
Measurements
(Metric System)

millimeter = mm
centimeter = cm
meter = m
kilometer = km
milliliter = mL
centiliter = cL
liter = L
kiloliter = kL
milligram = mg
centigram = cg
gram = g
kilogram = kg
metric ton or ton = t

Group 6
Measurements
(English System)

inch = in.
foot = ft.
feet = ft.
yard = yd.
mile = mi.
pint = pt.
quart = qt.
gallon = gal.
ounce = oz.
pound = lb.
pounds = lbs.
dozen = doz.

Group 7
Measurements (time)

minute = min.
hour = hr.
week = wk.

month = mo.
months = mos.
year = yr.

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Instruction:

Notes

Group 8
Common Abbreviations

Parent Teacher Association = P.T.A.
Registered Nurse = R.N.
Very Important Person = V.I.P.
Central Intelligence Agency = C.I.A.
Federal Bureau of Investigation = F.B.I.
Ante Meridian (12:00 midnight to 12:00 noon) = A.M.
Post Meridian (12:00 noon to 12:00 midnight) = P.M.
Cash on Delivery = C.O.D.
Television = TV
Extra Sensory Perception = E.S.P.
District Attorney = D.A.
Send Answer Please (French for Repondez s'il vous plait) = R.S.V.P.
Tuberculosis = T.B.
Intelligence Quotient = I.Q.
Federal Housing Authority = F.H.A.
Venereal Disease = V.D.
United Nations = U.N.
Before Christ = B.C.
Young Men's Christian Association = Y.M.C.A.
Young Women's Christian Association = Y.W.C.A.

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Practice:

Notes

Use the abbreviations from Groups 5, 6, 7, and 8 in the following sentences. Write the sentences, with abbreviations, on a separate sheet of paper.

1. It took one month for the package from Mexico to arrive.
2. Jack grew twelve inches, or one foot, in a year, and he gained twenty pounds.
3. The package weighed one kilogram and was sent to Maria cash on delivery.
4. Alice used one pint of lemonade, one quart of orange sherbet, one gallon of ginger ale, and six cans of frozen orange juice to make the punch.
5. Bob's favorite television program was about the Federal Bureau of Investigation.
6. John's shopping list included the following items: one kilogram ground beef, one liter milk, and one meter red ribbon.
7. The Chavez family visited the Central Intelligence Agency and the United Nations while on their vacation.
8. Maria's wrist measures only fifteen centimeters.
9. When the new rock singer came to town for her concert, she was given a reception as a very important person.
10. The exact distance from Sue's house to the store was one mile, one yard.

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Instruction:

Notes

Group 9
Place Names

United States of America = U.S.A.
United States = U.S.
Mexico = Mex.
Union of Soviet Socialist Republic (Russia) = U.S.S.R.
West Germany = W. Ger.

Group 10
State Abbreviations

Alabama	Ala.	AL
Alaska	Alas.	AK
Arizona	Ariz.	AZ
Arkansas	Ark.	AR
California	Calif.	CA
Colorado	Colo.	CO
Connecticut	Conn.	CT
Delaware	Del.	DE
Florida	Fla.	FL
Georgia	Ga.	GA
Hawaii	none	HI
Idaho	Id,. Ida.	ID
Illinois	Ill.	IL
Indiana	Ind.	IN
Iowa	Ia.	IA
Kansas	Kan., Kans.	KS
Kentucky	Ky.	KY
Louisiana	La.	LA
Maine	Me.	ME
Maryland	Md.	MD
Massachusetts	Mass.	MA
Michigan	Mich.	MI
Minnesota	Minn.	MN
Mississippi	Miss.	MS
Missouri	Mo.	MO

continued . . .

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Instruction:

Notes

Group 10
State Abbreviations (Cont.)

Montana	Mont.	MT
Nebraska	Neb., Nebr.	NE
Nevada	Nev.	NV
New Hampshire	N.H.	NH
New Jersey	N.J.	NJ
New Mexico	N. Mex.	NM
New York	N.Y.	NY
North Carolina	N.C.	NC
North Dakota	N.Dak.	ND
Ohio	O.	OH
Oklahoma	Okla.	OK
Oregon	Oreg.	OR
Pennsylvania	Pa., Penn.	PA
Rhode Island	R.I.	RI
South Carolina	S.C.	SC
South Dakota	S. Dak.	SD
Tennessee	Tenn.	TN
Texas	Tex.	TX
Utah	Ut.	UT
Vermont	Vt.	VT
Virginia	Va.	VA
Washington	Wash.	WA
West Virginia	W. Va.	WV
Wisconsin	Wis., Wisc.	WI
Wyoming	Wyo.	WY

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Practice:

Copy the following sentences on a separate sheet of paper, using abbreviations from Group 9 and the official post office abbreviations from Group 10.

1. Her favorite summer spots are Las Vegas, Neveda and Tijuana, Mexico.
2. I want to take a trip from Seattle, Washington, to Honolulu, Hawaii.
3. Most of the television programs are produced in Hollywood, California, and New York, New York.
4. Palm Springs, California is one of the most popular resorts on the West Coast.

Notes

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Instruction:

Notes

1. Holland, Michigan, has a Dutch tulip festival every May.
2. Chicago, Illinois, is the home of the world's tallest building.
3. The capital of New York is not New York City, it is Albany, New York.
4. Plymouth, Massachusetts, is the landing place of the Pilgrims.

LEARNING MODULE

Duty: Vocabulary

Task: L3 Use Appropriate Abbreviations of Words

Post-Test:

Notes

Directions: Choose the best answer.

1. Which of the following is the correct abbreviation?

   A. ave.
   B. Av.
   C. Ave.
   D. av

2. Which of the following is the correct abbreviation?

   A. Rod
   B. rd.
   C. Rd.
   D. Rad.

3. Which of the following is the correct abbreviation?

   A. Sep.
   B. sept.
   C. se.
   D. Sept.

LEARNING MODULE

Duty: Vocabulary

Task: L7 Use Appropriate Word Choices in Writing and Speaking

Pre-Test	Notes
This is evaluated during the initial interview.	

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LEARNING MODULE

Duty: Vocabulary

Task: L7 Use Appropriate Word Choices in Writing and Speaking

Instruction:	Notes
Task: Use appropriate word choices in writing and speaking. 1. Complete pre-test. 2. Discuss A, B, C. To know and use the appropriate words when writing and speaking. To communicate effectively when writing and speaking. How are they used? 1. Greeting customers. 2. Taking, processing and completing an order. 3. Ringing up sales. 4. Checking out at end of shift.	Role play is invaluable in this area.

LEARNING MODULE

Duty: Vocabulary

Task: L7 Use Appropriate Word Choices in Writing and Speaking

Practice:

1. The cups of coffee ____________ full.
   is, are, isn't
2. The ____________ of coffee are full.
   cup, cups
3. The signal lights on Main Street ____________ green.
   is, are
4. The signal ____________ on Main Street are green.
   lights, light
5. The trays ________________ been put into the dishwasher.
   haven't, hasn't, hadn't
6. The ____________ haven't been put into the dishwasher.
   tray, trays

Notes

Additional work can be found in RVIA (Reading Vocabulary in Action), Lessons 5, 6, 7.

LEARNING MODULE

Duty: Vocabulary

Task: L7 Use Appropriate Word Choices in Writing and Speaking

Post Test	Notes
This evaulation is done during the entire course.	

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LEARNING MODULE

Duty: Vocabulary

Task: L10 Use Appropriate Technical Terms and Vocabulary

Pre-Test

Directions: Choose the best answer.

1. What is a commissary?
   - A. The place you get information concerning your commission.
   - B. The place you cash your check.
   - C. The warehouse where supplies are stored.

2. What does "phase-in" mean?
   - A. To bring in slowly.
   - B. Push in rapidly.
   - C. To remove completely.
   - D. None of the above.

3. What is "commencing"?
   - A. Stop here.
   - B. Not important.
   - C. Starting.
   - D. Better later than never.

Notes

Answers:

1. C
2. A
3. C

LEARNING MODULE

Duty: Vocabulary

Task: L10 Use Appropriate Technical Terms and Vocabulary

Instruction:	Notes
Task: Use appropriate technical terms and vocabulary. 1. Complete pre-test. 2. Discuss A, B, C. A. What are technical terms and vocabulary? These are specific words related to a job or trade. B. They are used to assist employees in understanding materials, tools, equipment and the work area. C. How are they used? 1. Directions 2. Forms, charts 3. Letters and memos 4. Oral and written communication	

LEARNING MODULE

Duty: Vocabulary

Task: L10 Use Appropriate Technical Terms and Vocabulary

Practice:

Define the following words:

1. beverage
2. currency
3. commencing
4. condiments
5. commissary
6. hostess
7. phase-in
8. rotation
9. shift
10. Roledex
11. sanitation
12. vouchers

Notes

1. Use dictionary for reference.
2. If student can write definition this is better.

LEARNING MODULE

Duty: Vocabulary

Task: L10 Use Appropriate Technical Terms and Vocabulary

Post-Test

Directions: Choose the best answer.

1. What is a commissary?

   A. The place you get information concerning your commission.
   B. The place you cash your check.
   C. The warehouse where supplies are stored.

2. What does "phase-in" mean?

   A. To bring in slowly.
   B. Push in rapidly.
   C. To remove completely.
   D. None of the above.

3. What is "commencing"?

   A. Stop here.
   B. Not important.
   C. Starting.
   D. Better later than never.

Notes

Answers:

1. C

2. A

3. C

LEARNING MODULE

Duty: Grammar

Task: L11 Use Correct Agreement of Nouns, Verbs, Pronouns, Adjectives and Adverbs

Pre-Test

Directions: Choose the best answer.

1. Complete the sentence correctly.

Tom ________________________.

A. am running
B. ran
C. not runs
D. running shoes

2. Complete the sentence correctly.

Yesterday we ________________.

A. have visitors
B. had visitors
C. has visitors
D. having visitors

3. Complete the sentence correctly.

I ________________________.

A. saw the light
B. seen the light
C. sees the light
D. seeing the light

Notes

Answers:

1. B
2. B
3. A

LEARNING MODULE

Duty: Grammar

Task: L11 Use Correct Agreement of Nouns, Verbs, Pronouns, Adjectives and Adverbs

Instruction:

Task: Use correct agreement of nouns, verbs, pronouns, adjectives and adverbs.

1. Complete pre-test.
2. Discuss A, B, C.

A. Correct agreement of nouns means:

1. Using correct verbs with the subjects.
2. Replacing the noun with the correct pronoun.
3. Using the correct adjective to describe the noun or pronoun.
4. Using the correct adverb to describe a verb, adjective or another adverb.

B. Correct usage of the above helps to more clearly communicate oral and written materials.

C. How are they used?

1. Filling out applications.
2. Writing letters.
3. Writing memos.
4. Answering questions.
5. Greetings.
6. Giving directions.

Notes

Interview (oral).

LEARNING MODULE

Duty: Grammar

Task: L11 Use Correct Agreement of Nouns, Verbs, Pronouns, Adjectives and Adverbs

Practice:

Provide drill and practice in writing correct sentences.

1. Write 3 sentences which contain a subject and verb.
2. Replace each subject with a pronoun. This makes 3 new sentences.
3. Rewrite the following sentences by adding 3 descriptive words to each sentence.
   A. The firefighter drove home.
   B. The game ended.

Notes

1. Give drill and practice on subjects.
2. Give detail and practice on verbs.
3. Give drill and practice on descriptive words.
4. RIVA and Wisconsin materials are very helpful.
5. More than a definition is necessary.

LEARNING MODULE

Duty: Grammar

Task: L11 Use Correct Agreement of Nouns, Verbs, Pronouns, Adjectives and Adverbs

Post-Test

Directions: Choose the best answer.

1. Complete the sentence correctly.

Tom ______________________.

A. am running
B. ran
C. not runs
D. running shoes

2. Complete the sentence correctly.

Yesterday we ________________.

A. have visitors
B. had visitors
C. has visitors
D. having visitors

3. Complete the sentence correctly.

I ______________________.

A. saw the light
B. seen the light
C. sees the light
D. seeing the light

Notes

Answers:

1. B
2. B
3. A

LEARNING MODULE

Duty: Grammar

Task: L12 Use Correct Person, Gender, Number, Case and Tense

Pre-Test

Directions: Complete the sentence correctly.

1. Here __________ the house keys.

   A. is
   B. are
   C. be
   D. was

2. Here ______ the soft drinks, and there ______ the potato chips.

   A. are, be
   B. is, are
   C. are, are
   D. be, be

3. Will you ________ out, or will you _________ home?

   A. go, stay
   B. goes, stays
   C. go, staying
   D. going, stay

Notes

Answers:

1. B
2. C
3. A

LEARNING MODULE

Duty: Grammar

Task: L12 Use Correct Person, Gender, Number, Case and Tense

Instruction:	Notes
Task: Use correct person, gender, number, case and tense.	Interview (Oral)

Task: Use correct person, gender, number, case and tense.

1. Complete pre-test.
2. Discuss A, B, C.

A. Correct person identifies the person speaking, person spoken to and the person or thing spoken of.

Gender identifies nouns or pronouns according to difference in sex.

Number relates to verb agreement with its subject; both words are singular or both plural.

Case is used to show the relationship a noun or pronoun has to other words in the sentence.

B. Tense shows a verb change in form to reflect time of action or state of being.

C. The correct usage of the above is used in all forms of oral and written communication.

How are they used?

1. Applications.
2. Letters.
3. Greetings.
4. Directions.

LEARNING MODULE

Duty: Grammar

Task: L12 Use Correct Person, Gender, Number, Case and Tense

Practice:

Directions: Complete the following sentences.

1. I ______________________ .

   a. saw the light
   b. seen the light
   c. sees the light
   d. seeing the light

2. You have______________________.

   a. taken my money
   b. took my money
   c. take my money
   d. takes my money

3. My son ate the______________________ .

   a. everyone
   b. frying
   c. apple
   d. lost

4. Today our lighting system______________________.

   a. is very good
   b. am very good
   c. were very good
   d. are very good

5. The rain ______________________ .

   a. has fallen
   b. have fallen
   c. having fallen
   d. haves fallen

6. We______________________ .

   a. swim every day
   b. swims every day
   c. swimming every day
   d. swimmed every day

Notes

RVIA and Clovis Writing contain additional work in this area.

LEARNING MODULE

Duty: Grammar

Task: L12 Use Correct Person, Gender, Number, Case and Tense

Post-Test	Notes

Post-Test

Directions: Complete the sentence with the correct word.

1. Here __________ the house keys.

   A. is
   B. are
   C. be
   D. was

2. Here ______ the soft drinks, and there ______ the potato chips.

   A. are, be
   B. is, are
   C. are, are
   D. be, be

3. Will you ________ out, or will you ________ home?

   A. go, stay
   B. goes, stays
   C. go, staying
   D. going, stay

Notes

LEARNING MODULE

Duty: Comprehension

Task: L13 Read, Understand, and Find Information or Gather Data From Books, Manuals, Directories or Other Documents

Pre-Test

Directions: Read and study this display.

AMMONIA

The all-around household cleaner. Use in the kitchen, bathroom, utility room, anywhere in the house. Use for both light and heavy-duty cleaning jobs.

- Walls
- Floors
- Painted Woodwork
- Linoleum
- Tile
- Refrigerator
- Oven
- Stove Top
- Tubs
- Showers
- Metal Fixtures
- Toilet Bowls
- Venetian Blinds
- Wash Bowls
- Car Washing
- Garbage Cans

Use 1/2 cup to a gallon of warm water.

TOUGH JOBS: Use Ammonia full strength for lipstick, tar, scuff marks, grease stains. Do not use to clean aluminum pans.

CAUTION: KEEP OUT OF THE REACH OF CHILDREN.

EXTERNAL FIRST AID: Skin: Flush with water; then wash with vinegar.
Eyes: Flush with water and get medical attention.

INTERNAL FIRST AID: Administer water, vinegar, citrus juice, or milk immediately. Do not induce vomiting. Call a physician immediately.

DO NOT MIX WITH CHLORINE-TYPE BLEACH OR OTHER HOUSEHOLD CHEMICALS

Notes

LEARNING MODULE

Duty: Comprehension

Task: L13 Read, Understand, and Find Information or Gather Data From Books, Manuals, Directories or Other Documents

Pre-Test

Directions: Use the display to answer the questions.

1. Which of the following should not be cleaned with ammonia?

   A. Stove top
   B. Refrigerator
   C. Stainless steel appliances
   D. Aluminum pans

2. When cleaning with ammonia, what should you do to be safe?

   A. Wear rubber gloves and open the windows.
   B. Clean the surface first with warm water.
   C. Combine the ammonia with vinegar before cleaning any surface.
   D. Apply the ammonia and let it sit for 15 minutes before removing.

3. What should you do if someone swallows ammonia?

   A. Give the person fluids to drink; then call the doctor.
   B. Induce vomiting.
   C. Carefully watch the person to see if he becomes ill.
   D. Nothing -- since ammonia is not harmful if swallowed.

Notes

Answers:

1. D

2. A

3. A

LEARNING MODULE

Duty: Comprehension

Task: L13 Read, Understand, and Find Information or Gather Data From Books, Manuals, Directories or Other Documents

Instruction:	**Notes**
Task: Read, understand, and find information or gather data from books, manuals, directories or other documents. 1. Complete pre-test. 2. Discuss A, B, C. A. To locate information is to find, read and understand specific information upon request. B. These sources are used in the workplace to assist employees in performing assigned tasks more effectively. C. How are they used? 1. Operating machines. 2. Responding to emergencies. 3. Following directions. 4. Filling out forms. 5. Responding to a phone request.	

LEARNING MODULE

Duty: Comprehension

Task: L13 Read, Understand, and Find Information or Gather Data From Books, Manuals, Directories or Other Documents

Practice:	Notes
Use the phone book to practice.	

LEARNING MODULE

Duty: Comprehension

Task: L13 Read, Understand, and Find Information or Gather Data From Books, Manuals, Directories or Other Documents

Post-Test

Notes

Directions: Read and study this display.

AMMONIA

The all-around household cleaner. Use in the kitchen, bathroom, utility room, anywhere in the house. Use for both light and heavy-duty cleaning jobs.

Walls
Floors
Painted Woodwork
Linoleum
Tile
Refrigerator
Oven
Stove Top

Tubs
Showers
Metal Fixtures
Toilet Bowls
Venetian Blinds
Wash Bowls
Car Washing
Garbage Cans

Use 1/2 cup to a gallon of warm water.

TOUGH JOBS:	Use Ammonia full strength for lipstick, tar, scuff marks, grease stains. Do not use to clean aluminum pans.
CAUTION:	KEEP OUT OF THE REACH OF CHILDREN.
EXTERNAL FIRST AID:	Skin: Flush with water; then wash with vinegar. Eyes: Flush with water and get medical attention.
INTERNAL FIRST AID:	Administer water, vinegar, citrus juice, or milk immediately. Do not induce vomiting. Call a physician immediately.

DO NOT MIX WITH CHLORINE-TYPE BLEACH OR OTHER HOUSEHOLD CHEMICALS

LEARNING MODULE

Duty: Comprehension

Task: L13 Read, Understand, and Find Information or Gather Data From Books, Manuals, Directories or Other Documents

Post-Test

Directions: Choose the best answer.

1. Which of the following should not be cleaned with ammonia?

   A. Stove top
   B. Refrigerator
   C. Stainless steel appliances
   D. Aluminum pans

2. When cleaning with ammonia, what should you do to be safe?

   A. Wear rubber gloves and open the windows.
   B. Clean the surface first with warm water.
   C. Combine the ammonia with vinegar before cleaning any surface.
   D. Apply the ammonia and let it sit for 15 minutes before removing.

3. What should you do if someone swallows ammonia?

   A. Give the person fluids to drink; then call the doctor.
   B. Induce vomiting.
   C. Carefully watch the person to see if he becomes ill.
   D. Nothing -- since ammonia is not harmful if swallowed.

Notes

Answers:

1. D

2. A

3. A

LEARNING MODULE

Duty: Comprehension

Task: L15 Draw Conclusion From Written Material

Pre-Test

Directions: Read and study these medical display labels.

Display #1

DIRECTIONS

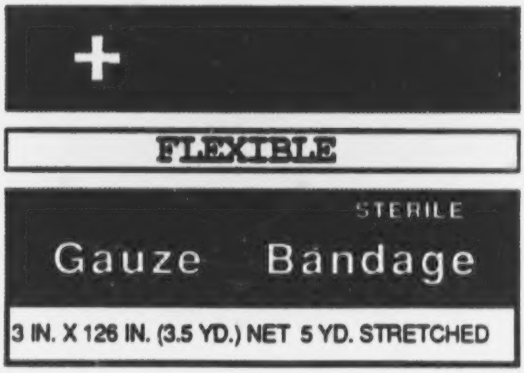
Adults .... 2 tablespoonfuls
Children: according to age:
10 to 14 years - 4 teaspoonfuls
6 to 10 years - 2 teaspoonfuls
3 to 6 years - 1 teaspoonful
Repeat above dosage every 1/2 to 1 hour if needed until 8 doses are taken.

SHAKE WELL BEFORE USING

Display #2

For external use: Apply with cotton three or four times daily. Do not use more than 1/2 the contents of this bottle in any 24-hour period. In case of deep or puncture wounds, serious burns, or persisting symptoms, consult physician.

Display #3



+

FLEXIBLE

STERILE

Gauze Bandage

3 IN. X 126 IN. (3.5 YD.) NET 5 YD. STRETCHED

Notes

LEARNING MODULE

Duty: Comprehension

Task: L15 Draw Conclusions From Written Material

Pre-Test	Notes
Directions: Use the display to answer the questions.	Answers:
1. What should you do before using Medicine #1? A. Heat the medicine. B. Shake the medicine. C. Smell the medicine. D. Chill the medicine.	1. B
2. Medicine #2 says "For External Use." What does this mean? A. Use the medicine on the outside of the body only. B. Drink the medicine. C. Use only as directed. D. Use the medicine outdoors.	2. A
3. You have a cut on your thumb. You want to use something to keep it clean and covered. Which of the following should you look for on the label? A. For internal use only. B. Shake well before using. C. Sterile bandage. D. Consult physician.	3. C

LEARNING MODULE

Duty: Comprehension

Task: L15 Draw Conclusions From Written Material

Instruction:	**Notes**
Task: Draw conclusions from written material. 1. Complete pre-test. 2. Discuss A, B, C. A. Read written material, consider facts, personal experiences and knowledge in selecting relevant facts to reach an appropriate conclusion. B. Drawing conclusions are skills used in making sound and accurate choices. C. How are they used? 1. Emergencies. 2. Following directions.	

LEARNING MODULE

Duty: Comprehension

Task: L15 Draw Conclusions From Written Material

Practice:

The questions found below are based on the following letter of complaint.

Display #4

> You can take the enclosed bill and stick it in your ear! I do not owe $53.06, as the enclosed bill claims. I owe you $23.06, because I already paid you $30.00 for the electric toaster back in March.
>
> I am enclosing a check for $23.06, which means the bill is paid in full. Kindly get off your duff and get your records in order.

1. What is wrong with the letter in display #4?

   a. The tone is unreasonable.
   b. The grammar is incorrect.
   c. The sentences should be combined into one paragraph.
   d. There are several spelling errors.

2. What should be added to the letter?

   a. the product warranty for the toaster
   b. proof that the $30.00 was paid
   c. the bill for $23.06
   d. all of the above

Notes

Answers:

1. A

2. B

LEARNING MODULE

Duty: Comprehension

Task: L15 Draw Conclusions From Written Material

Practice:

The questions found below are based on the following letter of request.

Display #5

> 1. Please send me another box of your fine product. 2. I have enclosed a coupon for one free box from my last purchase. 3. I have not enclosed any money because it is free.

1. What is wrong with the letter in display #5?

   a. The tone of sentence #1 is unreasonable.
   b. The grammar in sentence #2 is incorrect.
   c. Sentence #3 is unnecessary.
   d. The sentences should be divided into 2 paragraphs.

2. What should be added to the letter?

   a. the writer's age
   b. the writer's occupation
   c. the price of the product
   d. the name of the product

Notes

Answers:

1. C

2. D

LEARNING MODULE

Duty: Comprehension

Task: L15 Draw Conclusion From Written Material

Post-Test

Directions: Read and study these medical display labels.

Display #1

DIRECTIONS

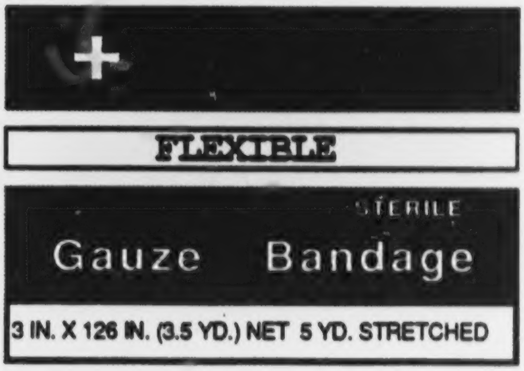
Adults .... 2 tablespoonfuls
Children: according to age:
10 to 14 years - 4 teaspoonfuls
6 to 10 years - 2 teaspoonfuls
3 to 6 years - 1 teaspoonful
Repeat above dosage every 1/2 to 1 hour if needed until 8 doses are taken.

SHAKE WELL BEFORE USING

Display #2

For external use: Apply with cotton three or four times daily. Do not use more than 1/2 the contents of this bottle in any 24-hour period. In case of deep or puncture wounds, serious burns, or persisting symptoms, consult physician.

Display #3



FLEXIBLE

STERILE

Gauze Bandage

3 IN. X 126 IN. (3.5 YD.) NET 5 YD. STRETCHED

Notes

LEARNING MODULE

Duty: Comprehension

Task: L15 Draw Conclusions From Written Material

Post-Test	Notes
Directions: Answer these questions from the three medical label displays 1. What should you do before using Medicine #1? A. Heat the medicine. B. Shake the medicine. C. Smell the medicine. D. Chill the medicine. 2. Medicine #2 says "For External Use." What does this mean? A. Use the medicine on the outside of the body only. B. Drink the medicine. C. Use only as directed. D. Use the medicine outdoors. 3. You have a cut on your thumb. You want to use something to keep it clean and covered. Which of the following should you look for on the label? A. For internal use only. B. Shake well before using. C. Sterile bandage. D. Consult physician.	

LEARNING MODULE

Duty: Comprehension

Task: L17 Read and Understand Business Forms and Letters

Pre-Test

Directions: Read and study these displays.

Display #1

FULL ONE-YEAR WARRANTY

Conway will repair or replace your appliance free of charge for twelve months from the date of purchase if the appliance is defective in workmanship or materials. To obtain the full benefit of this warranty and to avoid any possible dispute as to the expiration of the twelve-month period, you are requested to complete and return the warranty registration card to Conway. Failure to do so will not affect your rights under this warranty provided you can reasonably substantiate the purchase date by means of a sales slip or other such proof.

To obtain service under this warranty, return the defective product to the service center nearest you.

This warranty gives you specific legal rights, and you may also have other rights which vary from state to state.

Display #2

SERVICE REQUEST FORM A

If your Conway appliance should require service at any time during the warranty period, please complete and return this form with the defective unit and sales slip.

Name ____________________ Model No. ____________________

Address ____________________

City ____________________ State ____________________ Zip ____________________

Serial Numbers ____________________ Purchase Date ____________________

Please put in Phone No. ____________________

Notes

LEARNING MODULE

Duty: Comprehension

Task: L17 Read and Understand Business Forms and Letters

Pre-Test	Notes
Directions: Use displays #1 and #2 to answer these questions.	Encourage students to read and study displays before attempting to answer questions.
1. You find your hair dryer is not working properly one month after you buy it. You have the sales slip. How much do you pay to get it repaired at the nearest service center? A. You pay a small amount of money. B. You pay a large amount of money. C. You do not pay any money. D. You find out the amount you pay later.	Answers: 1. C 2. C 3. B
2. How long is the warranty for this hair dryer? A. Six months B. Nine months C. Twelve months D. Eighteen months	
3. What are you asked to do with the warranty registration card? A. Send the card to the Better Business Bureau. B. Fill out the card and send it back to the company. C. The company doesn't want you to send the card back. D. Fill out the card and keep it at home.	

LEARNING MODULE

Duty: Comprehension

Task: L17 Read and Understand Business Forms and Letters

Instruction:	Notes
Task: Read and understand business forms and letters. 1. Complete pre-test. 2. Discuss A, B, C. A. Business forms and letters are formal and informal messages written by a company or person. B. They are used as a means of communication. 1. To get information. 2. To give information. C. How are they used? 1. Making complaints. 2. Apply for an application. 3. Give and follow directions. 4. Buy an item or product.	Intake (form)

LEARNING MODULE

Duty: Comprehension

Task: L17 Read and Understand Business Forms and Letters

Practice:

1. Write a business letter to explain that you wish to cancel your membership.

L.A. City Cable Company
1515 Sunset Blvd.
Los Angeles, CA 90054

Notes

1. Discuss parts of a letter.
2. Discuss how a friendly letter is different from business.

LEARNING MODULE

Duty: Comprehension

Task: L17 Read and Understand Business Forms and Letters

Post-Test

Directions: Read and study these displays.

Display #1

FULL ONE-YEAR WARRANTY

Conway will repair or replace your appliance free of charge for twelve months from the date of purchase if the appliance is defective in workmanship or materials. To obtain the full benefit of this warranty and to avoid any possible dispute as to the expiration of the twelve-month period, you are requested to complete and return the warranty registration card to Conway. Failure to do so will not affect your rights under this warranty provided you can reasonably substantiate the purchase date by means of a sales slip or other such proof.

To obtain service under this warranty, return the defective product to the service center nearest you.

This warranty gives you specific legal rights, and you may also have other rights which vary from state to state.

Display #2

SERVICE REQUEST FORM A

If your Conway appliance should require service at any time during the warranty period, please complete and return this form with the defective unit and sales slip.

Name Model No.

Address

City State Zip

Serial Numbers Purchase Date

Please put in Phone No.

Notes

LEARNING MODULE

Duty: Comprehension

Task: L17 Read and Understand Business Forms and Letters

Post-Test

Directions: Use displays #1 and #2 to answer these questions.

1. You find your hair dryer is not working properly one month after you buy it. You have the sales slip. How much do you pay to get it repaired at the nearest service center?

   A. You pay a small amount of money.
   B. You pay a large amount of money.
   C. You do not pay any money.
   D. You find out the amount you pay later.

2. How long is the warranty for this hair dryer?

   A. Six months
   B. Nine months
   C. Twelve months
   D. Eighteen months

3. What are you asked to do with the warranty registration card?

   A. Send the card to the Better Business Bureau.
   B. Fill out the card and send it back to the company.
   C. The company doesn't want you to send the card back.
   D. Fill out the card and keep it at home.

Notes

Answers:

1. C

2. C

3. B

LEARNING MODULE

Duty: Comprehension

Task: L18 Read and Understand Graphs, Charts and Tables to Obtain Factual Information

Pre-Test

Directions: Refer to the time sheet to answer the next questions.

TIME SHEET

HANLON, Mary — Employee

March 9 — Pay Period Ending

	IN	OUT	IN	OUT	Total Daily Hours
Monday	9:00 a.m.	12:00 p.m.	4:00 p.m.	8:00 p.m.	
Tuesday	10:00 a.m.	2:00 p.m.	------	------	
Wednesday	10:00 a.m.	3:00 p.m.	------	------	
Thursday	10:30 a.m.	3:30 p.m.	------	------	
Friday	9:00 a.m.	12:00 p.m.	4:00 p.m.	8:00 p.m.	
Saturday	9:00 a.m.	2:00 p.m.	------	------	
Sunday	------	------	------	------	

1. How many hours did Mary work on Tuesday?

   A. 4 hours
   B. 5 hours
   C. 6 hours
   D. 7 hours

2. How many hours did Mary work on Monday?

   A. 4 hours
   B. 7 hours
   C. 8 hours
   D. 9 hours

3. How many days per week does Mary work?

   A. 7 days
   B. 5 days
   C. 3 days
   D. 6 days

Notes

Answers:

1. A
2. B
3. D

LEARNING MODULE

Duty: Comprehension

Task: L27 Recall Details from Written and Verbal Information

Practice:

A customer orders three slices of extra thick pizza with mushrooms, black and green olives, pepperoni, sausage and onions only on two slices. The third slice was regular crust with cheese, anchovies and pineapple. The order should include two large sodas, no ice. The sodas should be mixed half Coke and half diet Pepsi.

1. How much pizza was ordered? ____________
2. What was on the single slice of pizza? ____________
3. Were the other two pieces exactly the same? ____________
   If yes, tell how. ____________
   If no, tell the difference. ____________
4. How many sodas were ordered? ____________
5. Were they the same? ____________

Notes

Read this aloud.

OR

Role play, then ask questions.

LEARNING MODULE

Duty: Comprehension

Task: L27 Recall Details from Written and Verbal Information

Post-Test

Notes

Directions: The night crew left the following note for the morning crew. Read the note and answer the questions that follow.

Turn the small bottom oven on for the cook at 5:35 a.m. The short order grill wasn't cleaned last night because the main water line broke. The main dining floor needs cleaning. Order 18 packages of hamburger buns, and 20 packages of hotdog buns from the commissary.

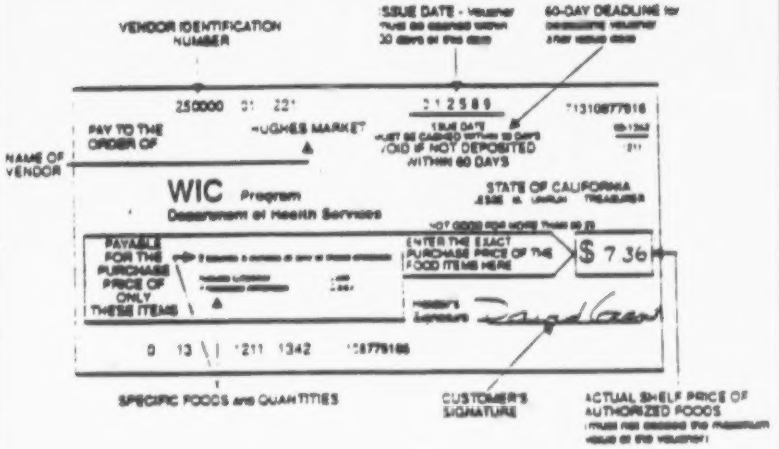
1. Turn on what? ______________________
2. At what time? ______________________
3. Why wasn't the grill cleaned? ______________
4. What grill was it? ____________________
5. The grill and what needs cleaning? __________
6. How many packages of buns are needed? ________
7. Order them from where? _______________
8. Who left these instructions? ______________

LEARNING MODULE

Duty: Comprehension

Task: L28 Predict Outcomes Based on Written and Verbal Details

Pre-Test


VENDOR IDENTIFICATION NUMBER
ISSUE DATE - Voucher must be cashed within 30 days of this date
60-DAY DEADLINE for depositing voucher after issue date
NAME OF VENDOR
SPECIFIC FOODS and QUANTITIES
CUSTOMER'S SIGNATURE
ACTUAL SHELF PRICE OF AUTHORIZED FOODS (must not exceed the maximum value of the voucher)

250000 01 221

012589

ISSUE DATE

MUST BE CASHED WITHIN 30 DAYS

VOID IF NOT DEPOSITED WITHIN 60 DAYS

PAY TO THE ORDER OF HUGHES MARKET

WIC Program

Department of Health Services

STATE OF CALIFORNIA

PAYABLE FOR THE PURCHASE PRICE OF ONLY THESE ITEMS

ENTER THE EXACT PURCHASE PRICE OF THE FOOD ITEMS HERE

$ 7 36

Directions: Use the above voucher to answer these questions.

1. What will happen if this voucher is used at the Boy's Market?

   A. It can be used.
   B. It can't be used.
   C. It may be used at any market.

2. What will happen if you want to buy Swiss cheese with this voucher?

   A. Yes, you can.
   B. You have to buy 10 lbs.
   C. No, you can not buy Swiss cheese.

3. What will happen if you decide to cash this voucher on February 27, 1989?

   A. The voucher is still valid.
   B. There is no expiration date.
   C. It will have expired.

Notes

Answers:

1. B
2. C
3. C

LEARNING MODULE

Duty: Comprehension

Task: L28 Predict Outcomes Based on Written and Verbal Details

Instruction:	**Notes**
Task: Predict outcomes based on written and verbal details. 1. Complete pre-test. 2. Discuss A, B, C. A. To guess what will happen next based on the way events happened before. B. This will increase one's understanding of what is likely to happen. C. How is it used? 1. Taking orders.	

LEARNING MODULE

Duty: Comprehension

Task: L28 Predict Outcomes Based on Written and Verbal Details

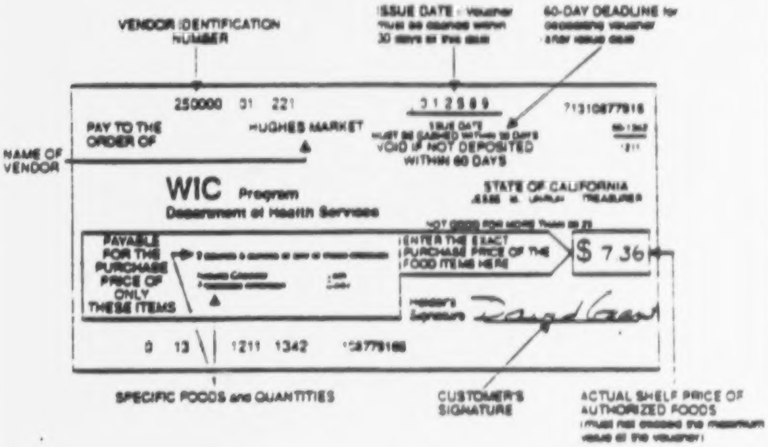
Practice:	**Notes**
1. Linda arrives at work Monday wearing two gold rings on her left hand. She forgot to remove her favorite loop earrings. Her uniform shrank in the dryer last night. It's now above her knees. What will happen to Linda if she is seen by her supervisor? 2. Joe had a terrible day off yesterday. Today, he doesn't feel like being friendly or courteous. The mother with the two small babies can just help herself. And the person next to him had better watch out. What will happen to Joe before the day is over? 3. Xavier came to work on the late shift prepared to go to a costume party. He was wearing a coat of make-up. He had a nice new green punk rock hair cut. He was wearing a pair of Reebok tennis shoes that would match his complete party outfit. What will happen if a supervisor sees him?	

LEARNING MODULE

Duty: Comprehension

Task: L28 Predict Outcomes Based on Written and Verbal Details

Post-Test


VENDOR IDENTIFICATION NUMBER
ISSUE DATE - Voucher must be cashed within 30 days of this date
60-DAY DEADLINE for depositing voucher after issue date
250000 01 221
312589
PAY TO THE ORDER OF
HUGHES MARKET
NAME OF VENDOR
VOID IF NOT DEPOSITED WITHIN 60 DAYS
WIC Program
Department of Health Services
STATE OF CALIFORNIA
PAYABLE FOR THE PURCHASE PRICE OF ONLY THESE ITEMS
ENTER THE EXACT PURCHASE PRICE OF THE FOOD ITEMS HERE
$ 7.36
0 13 1211 1342
SPECIFIC FOODS and QUANTITIES
CUSTOMER'S SIGNATURE
ACTUAL SHELF PRICE OF AUTHORIZED FOODS (must not exceed the maximum value of the voucher)

Directions: Use the above voucher to answer these questions.

1. What will happen if this voucher is used at the Boy's Market?

   A. It can be used.
   B. It can't be used.
   C. It may be used at any market.

2. What will happen if you want to buy Swiss cheese with this voucher?

   A. Yes, you can.
   B. You have to buy 10 lbs.
   C. No, you can not buy Swiss cheese.

3. What will happen if you decide to cash this voucher on February 27, 1989?

   A. The voucher is still valid.
   B. There is no expiration date.
   C. It will have expired.

Notes

Answers:

1. B
2. C
3. C

LEARNING MODULE

Duty: Comprehension

Task: L29 Identify Cause and Effect Relationship

Pre-Test

Patty arrived at work feeling very sad, tired and upset. She had been up most of the night taking care of her sick child. Not only was the child sick, but her husband had just lost his job, and the rent was due the next day. In spite of this Patty went to work because she was warned about her many absences.

1. What effect could Patty's mood have on her ability to relate with others at work?

   A. She will be promoted.
   B. She will be pleasant.
   C. Customers will find her short tempered.
   D. None of the above.

2. Why did Patty go to work?

   A. Rent is due.
   B. Her husband lost his job.
   C. She had been warned before.
   D. All of the above.

3. You would expect Patty's job performance that day to have been:

   A. outstanding.
   B. poor.
   C. the same as before.
   D. none of the above.

Notes

Answers:

1. C

2. D

3. B

LEARNING MODULE

Duty: Comprehension

Task: L29 Identify Cause and Effect Relationship

Instruction:

Task: Identify cause and effect relationship.

1. Complete pre-test.
2. Discuss A, B, C.

A. Cause and effect relationship means something makes or causes something else to happen.

B. To figure out why something happened or why something works or doesn't work.

C. It is used in the following situations:

1. Following directions.
2. Following safety procedures.
3. Supplying and stocking the workplace.
4. Greeting customers.
5. Cleaning procedures.

Notes

Clue words or signals:

1. because
2. since
3. consequently
4. therefore
5. thus
6. brought about
7. so that
8. for this reason
9. as a result

LEARNING MODULE

Duty: Comprehension

Task: L29 Identify Cause and Effect Relationship

Practice:

Directions: Circle the clue words that point to a cause-effect relationship.

1. Throughout the 1970's hundreds of people have died as a result of AIDS.
2. Since no one knew for certain what caused the disease, there was little that could be done to fight it other than hoping and praying.
3. Consequently, many beliefs have spread as to the possible causes and cure.
4. AIDS, as we now know, is spread by casual sexual contact and blood infected with the virus. Therefore, the lack of adequate knowledge is an important factor in the spreading of the disease.

Notes

LEARNING MODULE

Duty: Comprehension

Task: L29 Identify Cause and Effect Relationship

Post-Test

Patty arrived at work feeling very sad, tired and upset. She had been up most of the night taking care of her sick child. Not only was the child sick, but her husband had just lost his job, and the rent was due the next day. In spite of this Patty went to work because she was warned about her many absences.

1. What effect could Patty's mood have on her ability to relate with others at work?

   A. She will be promoted.
   B. She will be pleasant.
   C. Customers will find her short tempered.
   D. None of the above.

2. Why did Patty go to work?

   A. Rent is due.
   B. Her husband lost his job.
   C. She had been warned before.
   D. All of the above.

3. You would expect Patty's job performance that day to have been:

   A. outstanding.
   B. poor.
   C. the same as before.
   D. none of the above.

Notes

Answers:

1. C

2. D

3. B

LEARNING MODULE

Duty: Comprehension

Task: L30 Draw Inference from Written and Verbal Information

Pre-Test

Directions: Read the following story and then select the best answer for each question.

Two people arrived at work late yesterday after a three-hour delay on the bus. Kim Jones and her cousin Rob Newton were finally given a ride to work by George Jones. They had been waiting for the bus since 2:30 p.m. Both employees had previous tardy records. Kim Jones was fired, and Rob Newton was disciplined for his tardiness.

1. What time did the workers arrive at work?

   A. At 2:30 p.m.
   B. After 3:30 p.m.
   C. After 5:30 p.m.

2. George Jones could be:

   A. Rob Newton's son.
   B. Kim Jones' husband.
   C. Both A and B.

3. Rob Newton:

   A. was not in trouble.
   B. placed on probation.
   C. released from the job.

Notes

Answers:

1. C
2. B
3. B

LEARNING MODULE

Duty: Comprehension

Task: L30 Draw Inference from Written and Verbal Information

Instruction:

Task: Draw inference from written and verbal information.

1. Complete pre-test.
2. Discuss A, B, C.

A. Inference is the process of drawing a reasonable conclusion from bits of evidence. These conclusions are based on a number of hints or clues.

1. appearance
2. action
3. expressions
4. comments
5. conversation
6. personal experience

B. To independently reach a reasonable conclusion.

C. How is it used?

1. Taking an order.
2. Stocking supplies.

Notes

Reading between the lines.

Inference is the most likely conclusion, but not necessarily always the correct one.

LEARNING MODULE

Duty: Comprehension

Task: L30 Draw Inference from Written and Verbal Information

Practice:

I. Read the short story and answer the 3 questions.

> "Oh, not me, Dr. Smith. I was just standing here minding my own business, see, when this guy asks me to hold his cigarette."

1. What is the relationship between the person speaking and Dr. Smith?

2. If the person speaking is not telling the truth, what is probably the reason for lying?

3. How is Dr. Smith likely to feel about the situation?

II. Answer these questions.

1. Various kinds of materials are used for building homes. Timber is plentiful, but it is not fireproof, so many people prefer:

   a. pine. c. brick.
   b. log houses. d. shingles.

2. Large deposits of coal are buried in the mountains. Coal is widely used, and many people living in the mountains are:

   a. farmers. c. loggers.
   b. fishers. d. miners.

3. The sign said that people should not feed the monkeys. But this did not stop the little children who could not:

   a. read. c. buy.
   d. eat. d. squeeze.

Notes

Selection can be read and students can be quized.

Pictures can be brought in by students. Discussion about appearance, expression will help them understand inference.

LEARNING MODULE

Duty: Comprehension

Task: L30 Draw Inference from Written and Verbal Information

Post-Test

Directions: Read the following story and then select the best answer for each question.

Two people arrived at work late yesterday after a three-hour delay on the bus. Kim Jones and her cousin Rob Newton were finally given a ride to work by George Jones. They had been waiting for the bus since 2:30 p.m. Both employees had previous tardy records. Kim Jones was fired, and Rob Newton was disciplined for his tardiness.

1. What time did the workers arrive at work?

   A. At 2:30 p.m.
   B. After 3:30 p.m.
   C. After 5:30 p.m.

2. George Jones could be:

   A. Rob Newton's son.
   B. Kim Jones' husband.
   C. Both A and B.

3. Rob Newton:

   A. was not in trouble.
   B. placed on probation.
   C. released from the job.

Notes

Answers:

1. C
2. B
3. B

LEARNING MODULE

Duty: Writing

Task: L35 Proofread for Correctness of Spelling, Grammar, Punctuation, and Capitalization

Pre-Test

Directions: Identify one or more errors in each sentence. Look for errors in spelling, grammar, punctuation and capitalization.

1. i come to work late everday

A. 0
B. 4
C. 2
D. 3

2. How many ours did mary work on Monday.

A. 1
B. 2
C. 3
D. 4

3. Where you been?

A. 2
B. 3
C. 1
D. 0

Notes

Answers:

1. B

2. D

3. A

LEARNING MODULE

Duty: Writing

Task: L35 Proofread for Correctness of Spelling, Grammar, Punctuation, and Capitalization

Instruction:	**Notes**
Task: Proofread for correctness of spelling, grammar, punctuation, and capitalization. 1. Complete pre-test. 2. Discuss A, B, C. A. The ability to read written materials and recognize spelling, grammar, punctuation and capitalization errors and make necessary corrections. B. You proofread to correct errors so that material is clear and the message is understood. C. How is proofreading used? 1. Letters. 2. Memos. 3. Forms. 4. Applications. 5. All written materials.	

LEARNING MODULE

Duty: Writing

Task: L35 Proofread for Correctness of Spelling, Grammar, Punctuation, and Capitalization

Practice:

1. Rewrite the following paragraph with correct capitalization and grammar.

   during the 1980's a man named George herbert walker bush worked for the government. he come to washington from texas many years before. serveral people who liked him give him good jobs in the government. It were soon discovered that he was talented, and he was elected vice president of the united states. He are now the president of this country.

2. Rewrite the following message with correct spelling and punctuation.

   Happy Holideys
   Did you recieve the promotion We hope so
   We look farward to seeing you Frank
   and the childrens next month at mom's
   It will be great to be togather again

   Take care
   Love
   Kim

Notes

LEARNING MODULE

Duty: Writing

Task: L35 Proofread for Correctness of Spelling, Grammar, Punctuation, and Capitalization

Post-Test

Directions: Identify one or more errors in each sentence. Look for errors in spelling, grammar, punctuation and capitalization.

1. i come to work late everday

A. 0
B. 4
C. 2
D. 3

2. How many ours did mary work on Monday.

A. 1
B. 2
C. 3
D. 4

3. Where you been?

A. 2
B. 3
C. 1
D. 0

Notes

Answers:

1. B

2. D

3. A

LEARNING MODULE

Duty: Writing

Task: L37 Write Logical and Understandable Statements and Phrases to Accurately Fill Out Forms

Pre-Test	Notes
The student's application will be the pre-test.	

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LEARNING MODULE

Duty: Writing

Task: L37 Write Logical and Understandable Statements and Phrases to Accurately Fill Out Forms

Instruction:	Notes
Task: Write logical and understandable statements and phrases to accurately fill out forms. 1. Complete pre-test. 2. Discuss A, B, C. A. Responding to written questions on forms with clear, concise and accurate information. B. This skill enables others to understand what has been written. C. How are they used? 1. Filling out forms. 2. Completing applications. 3. Letter writing.	

LEARNING MODULE

Duty: Writing

Task: L37 Write Logical and Understandable Statements and Phrases to Accurately Fill Out Forms

Practice:

TELEPHONE LOG

NAME: ____________________

Date	Time	Phone #	Person Calling	City/State	Purpose	Cost	Line

POOL CAR MILEAGE

Month: ____________________

Date	Name	Business Purpose	Beginning Odometer	Ending Odometer

LEARNING MODULE

Duty: Writing

Task: L37 Write Logical and Understandable Statements and Phrases to Accurately Fill Out Forms

Practice:

ABSENCE REPORT FORM

NAME: ______________________________

DATE OF ABSENCE: ______________________

REASON FOR ABSENCE: ___________________

____

____

CHARGE TO:

____VACATION

____ILLNESS

____CONFERENCE

____OTHER, EXPLAIN:______________________

____

EMPLOYEE SIGNATURE: ___________________

Notes

LEARNING MODULE

Duty: Writing

Task: L37 Write Logical and Understandable Statements and Phrases to Accurately Fill Out Forms

Practice:

Notes

VACATION REQUEST FORM

Name:____________________ Date:__________

Hire Date:____________________

Vacation days available through December 31, 1989:__________

First choice dates:____________________

Second choice dates:____________________

Projection of projects you might be working on at the time of your vacation request.

____

____

Employee Signature:____________________

Group Leader Signature:____________________

Approved By:____________________

LEARNING MODULE

Duty: Speaking

Task: L39 Speak Fluently with Individuals or Groups

Pre-Test	Notes
This skill will be observed during the initial interview and will serve as the pre-test.	

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LEARNING MODULE

Duty: Speaking

Task: L39 Speak Fluently with Individuals or Groups

Instruction:	Notes
Task: Speak effectively with individuals or group. 1. Complete pre-test. 2. Discuss A, B, C. A. Produce acceptable word sounds according to phonetic rules and the dictionary key. B. Correct pronouciation is needed to communicate orally and be understood. C. How are they used? 1. Greetings. 2. Taking orders. 3. Giving directions. 4. Interviewing.	

LEARNING MODULE

Duty: Speaking

Task: L39 Speak Fluently with Individuals or Groups

Practice:

Directions: Students will pair off. One partner will ask the first question. Each partner will tell the other how they performed the task. Continue to practice until the two feel that the delivery is smooth, clear and confident. Do questions 2 and 3 the same way. When you finish all these questions, change rolls.

Question 1:

Your job requires meeting people. How do you think you are at doing that?

Question 2:

Tell me five things that you think are important for me to know about you.

Question 3:

The position you are applying for involves a lot of stress. How do you think you will handle that?

Notes

. Gain Handbook, great source of information.

Prepare enough typed cards with the 3 questions listed separately.

LEARNING MODULE

Duty: Speaking

Task: L39 Speak Fluently with Individuals or Groups

Practice:

Directions: Students will pair off. One partner will ask the first question. Each partner will tell the other how they performed the task. Continue to practice until the two feel that the delivery is smooth, clear and confident. Do questions 2 and 3 the same way. When you finish all these questions, change rolls.

Question 1:

Your job requires meeting people. How do you think you are at doing that?

Question 2:

Tell me five things that you think are important for me to know about you.

Question 3:

The position you are applying for involves a lot of stress. How do you think you will handle that?

Notes

LEARNING MODULE

Duty: Speaking

Task: L41 Speak Effectively Using Appropriate Behaviors Such as Eye Contact, Posture and Gestures.

Pre-Test	Notes
This communication skill will be observed during the initial interview and will serve as the re-test.	

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LEARNING MODULE

Duty: Speaking

Task: L41 Speak Effectively Using Appropriate Behaviors Such as Eye Contact, Posture and Gestures

Instruction:	Notes
Task: Speak effectively using appropriate behaviors such as eye contact, posture, and gestures. 1. Complete pre-test. 2. Discuss A, B, C. A. Communicating your ideas and thoughts clearly, and knowing when to use appropriate eye contact, posture and gestures. B In order to be understood and recognize appropriate behavior for the customer service occupation. C. How is it used? 1. Interviewing. 2. Greeting customer. 3. Taking and processing orders. 4. Cashiering.	

LEARNING MODULE

Duty: Speaking

Task: 141 Speak Effectively Using Appropriate Behaviors Such as Eye Contact, Posture, and Gestures

Practice:

Role play situations such as:

1. Greeting the customer using poor eye contact, touching customer.
2. Play this role with the cashier when checking a customer out.
3. This can be done in job interviewing. Use a situation where interviewee doesn't use:

   A. eye contact
   B. poor posture
   C. the wrong gesture

Notes

LEARNING MODULE

Duty: Comprehension

Task: L42 Restate, Paraphrase and Summarize Written Materials to Confirm One's Own Understanding of What was Read

Pre-Test

Directions: Complete the form below, using the following information.

Carmen Wong took this message from Roberta Lewis for her immediate supervisor. The call came at 8:43 on the morning of April 15. Roberta's car had just caught on fire, and smoke has filled the inside of the car. She was calling from a phone booth on the corner of Manchester and LaBrea. She feels very nervous and depressed, and doesn't think she will get to work today. She will call back later.

To ______________________

Date ______________ Time ________

WHILE YOU WERE OUT

Miss
Mr. ______________________
Mrs.

of ______________________

Telephone No. (___) ______________ Ext. ______

(Centrex) Dial Code (___) ______________

☐	TELEPHONED	PLEASE CALL BACK	☐
☐	WAS IN TO SEE YOU	WILL CALL AGAIN	☐
☐	RETURNED YOUR CALL	URGENT	☐
☐	WANTS TO SEE YOU	OTHER	☐

Message ______________________

____

____

____

____
Received Call

Notes

LEARNING MODULE

Duty: Comprehension

Task: L42 Restate, Paraphrase and Summarize Written Materials to Confirm One's Own Understanding of What was Read

Instruction:	Notes
Task: Restate, paraphrase and summarize written materials to confirm one's own understanding of what was read. 1. Complete pre-test. 2. Discuss A, B, C. A. To explain briefly in your own words the main ideas of something you have read. B. Helps to make it clear, sometimes shorter and easier to understand and remember. C. How is it used? 1. Check out at end of shift.	

LEARNING MODULE

Duty: Comprehension

Task: L42 Restate, Paraphrase and Summarize Written Materials to Confirm One's Own Understanding of What was Read

Practice:	Notes
This exercise is similar to the game of "Gossip." Students will be divided into groups of 4 to 6. An oral message will be given to the leader of the group who will repeat it to the next person, and continues until all students in the group have heard the message. The last person who received the message will be responsible for repeating the final message aloud. This exercise can be done with the entire group. The group will listen to the final messages. The teacher will read the original message aloud.	

LEARNING MODULE

Duty: Comprehension

Task: L42 Restate, Paraphrase and Summarize Written Materials to Confirm One's Own Understanding of What was Read

Post-Test

Directions: Complete the form below, using the following information.

Carmen Wong took this message from Roberta Lewis for her immediate supervisor. The call came at 8:43 on the morning of April 15. Roberta's car had just caught on fire, and smoke has filled the inside of the car. She was calling from a phone booth on the corner of Manchester and LaBrea. She feels very nervous and depressed, and doesn't think she will get to work today. She will call back later.

To______________________________

Date__________________Time__________

WHILE YOU WERE OUT

Miss
Mr. ______________________________
Mrs.

of______________________________

Telephone No. (__)______________Ext.______

(Centrex) Dial Code (__)__________________

☐	TELEPHONED	PLEASE CALL BACK	☐
☐	WAS IN TO SEE YOU	WILL CALL AGAIN	☐
☐	RETURNED YOUR CALL	URGENT	☐
☐	WANTS TO SEE YOU	OTHER	☐

Message______________________________

____

____

____

____
Received Call

Notes

LEARNING MODULE

Duty: Listening

Task: L43 Ask Appropriate Questions to Clarify Written and Oral Communications

Pre-Test

1. You are stocking paper towels at work and run out of them. What should you ask your boss?

   A. Should I go on break until we get more towels?
   B. Will you get me more towels?
   C. Where will I find more paper towels?
   D. Should I use paper napkins instead?

2. Your ride to work phoned and said that he would not be on time. What is the first thing you should ask him?

   A. Will I still get to work on time?
   B. How late will you be?
   C. Should I call work and tell them we will be late?
   D. Should I find another way to get to work?

3. You were given some aspirin by your doctor to give your child. The label on the aspirin bottle reads like this:

   Adult Dosage: 1 tablet every two hours
   Childrens Dosage: According to Age

   Which of the following would you ask first?

   A. What is the correct dosage for my child?
   B. Should I give half the adult dosage to my child?
   C. Should I give twice the adult dosage to my child?
   D. Should I give my child one half of a tablet every hour?

Notes

Answers:

1. C
2. B
3. A

LEARNING MODULE

Duty: Listening

Task: L43 Ask Appropriate Questions to Clarify Written and Oral Communications

Instruction:	**Notes**
1. Complete the pre-test. 2. Listen to a discussion on: A. What are appropriate questions? B. Why should appropriate questions be asked? C. When should appropriate questions be asked? 3 Complete the practice exercise. 4. Pass the post-test.	

LEARNING MODULE

Duty: Listening

Task: L43 Ask Appropriate Questions to Clarify Written and Oral Communications

Practice:	Notes
Your instructor will set up a situation where you will be able to ask appropriate questons.	

LEARNING MODULE

Duty: Listening

Task: L43 Ask Appropriate Questions to Clarify Written and Oral Communications

Post-Test

1. You are stocking paper towels at work and run out of them. What should you ask your boss?

   A. Should I go on break until we get more towels?
   B. Will you get me more towels?
   C. Where will I find more paper towels?
   D. Should I use paper napkins instead?

2. Your ride to work phoned and said that he would not be on time. What is the first thing you should ask him?

   A. Will I still get to work on time?
   B. How late will you be?
   C. Should I call work and tell them we will be late?
   D. Should I find another way to get to work?

3. You were given some aspirin by your doctor to give your child. The label on the aspirin bottle reads like this:

   Adult Dosage: 1 tablet every two hours
   Childrens Dosage: According to Age

   Which of the following would you ask first?

   A. What is the correct dosage for my child?
   B. Should I give half the adult dosage to my child?
   C. Should I give twice the adult dosage to my child?
   D. Should I give my child one half of a tablet every hour?

Notes

Answers:

1. C

2. B

3. A

LEARNING MODULE

Duty: Listening

Task: L44 Attend to Nonverbal Cues Such as Eye Contact, Posture, and Gestures for Meaning in Conversations

Pre-Test	Notes
This skill will be evaluated during the initial interview.	

©

LEARNING MODULE

Duty: Listening

Task: L44 Attend to Nonverbal Cues Such as Eye Contact, Posture, and Gestures for Meaning in Conversations

Instruction:	Notes
Task: Attend to nonverbal cues such as eye contact, posture and gestures for meaning in conversations. 1. Complete pre-test. 2. Discuss A, B, C. A. Recognizing specific nonverbal cues as they relate to effective communication skills. B. Knowing that actions speak louder than words and recognizing that nonverbal cues are reliable indicators of emotions, desires and attitudes; understanding these cues helps us to understand others and to express ourselves better. C. How are they used? 1. Greeting customers. 2. Taking, processing and completing an order. 3. Setting up the cash drawer. 4. Ringing up sales. 5. Checking out at the end of shift.	

LEARNING MODULE

Duty: Listening

Task: I.44 Attend to Nonverbal Cues Such as Eye Contact, Posture and Gestures for Meaning in Conversations

Practice:

Discuss importance of eyes in nonverbal cues.

1. Poker face
2. Shifty eyes
3. Window of the soul

Discuss importance of gestures:

(We react to these as much as spoken language.)

1. Smiles
2. Fidgeting
3. Tightly crossed arms or legs.
4. Standing stiffly and erect.

Discuss:

1. How would you react to someone who would not look you in the eyes?
    - A. Is it a sign of distrust or lack of interest? Could it be a cultural difference?

Notes

Many cultural differences.

- A. Eye Contact
- B. Touching
- C. Standing too close

LEARNING MODULE

Duty: Listening

Task: L44 Attend to Nonverbal Cues Such as Eye Contact, Posture, and Gestures for Meaning in Conversations.

Post Test	Notes
This skill will be observed during the entire class.	

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LEARNING MODULE

Duty: Speaking

Task: L45 Take Accurate Notes Which Summarize the Material Presented from Spoken Conversation

Pre-Test

The class will be provided information about the class on the first day.

1. Name of Class
2. Teacher
3. Class Location/School
4. Hours Class Will Meet
5. Room Number
6. Number of Weeks Class Will Meet
7. Phone Number/Emergency or Absences
8. What will be taught in the class

Page 3 of this lesson will be given to each student to determine if information provided was understood.

Notes

©

LEARNING MODULE

Duty: Speaking

Task: L45 Take Accurate Notes Which Summarize the Material Presented from Spoken Conversation

Instruction:	Notes
Task: Take accurate notes which summarizes the material presented from spoken conversation. 1. Complete pre-test. 2. Discuss A, B, C. A. The process of sorting through oral information and obtaining main ideas and facts that are applicable to you and your job assignment. B This procedure is necessary because the information is now condensed, more manageable and easier to remember. C. How is it used? 1. Taking the order.	

LEARNING MODULE

Duty: Speaking

Task: L45 Take Accurate Notes Which Summarize the Material from Spoken Conversation

Practice:

During the first class meeting and in an informal introduction the instructor will cover specific information related to this class.

Please discuss:

1. Name of class
2. Name of teacher
3. Class location, school and room number
4. Hours per day class will meet
5. Number of weeks class will meet
6. What will be covered in the class
7. Phone number
    a. emergencies
    b. absences

Notes

1. The teacher will hand out the following prepared page.
2. The students will fill in the blanks with the appropriate information.

Name of Class	Teachers
Class Location/School	Hours Class Will Meet
Room #	Number of Weeks Class Will Meet
	Phone number (Emergency or Absences)

What will I learn in this class?

____

____

____

LEARNING MODULE

Duty: Speaking

Task: L45 Take Accurate Notes Which Summarize the Material Presented from Spoken Conversation

Post Test	Notes
Page 3 will serve as the post-test	

TSD 0154 CO

LEARNING MODULE

Duty: Listening

Task: L46 Follow Directions from Verbal Instructions

Pre-Test	Notes
The directions given on how to fill out the application will serve as the pre-test.	

LEARNING MODULE

Duty: Listening

Task: L46 Follow Directions from Verbal Instructions

Instruction:	Notes
Task: Follow directions from verbal instructions. 1. Complete pre-test. 2. Discuss A, B, C. A. To follow verbal directions means to listen well, understand the instructions given, and know what to do. Also, it can indicate what you are expected to do. B. This skill will help in following established routines and guidelines. It will allow employees to avoid costly mistakes, delays and wasted materials. C. How are they used? 1. Stock supplies. 2. Clean the work area. 3. Greet the customer. 4. Take, process and complete the order. 5. Set-up cash drawers. 6. Ring up sales. 7. Check out at end of shift.	

LEARNING MODULE

Duty: Listening

Task: L46 Follow Directions from Verbal Instructions

Practice:	Notes
1. Play the game of Simon Says, emphasizing the importance of listening. 2. Have all students take sheets of paper out. a. Write full name in left hand corner. b. Fold paper in half. c. Print address in center of paper. d. Write age in bottom left hand corner.	

DIVISION OF ADULT AND OCCUPATIONAL EDUCATION

WORKING SMART

The Los Angeles Unified School District Workplace Literacy Project

Computational Modules

Manual/Workbook

WORKPLACE LITERACY

Computation Modules

(13)

M-1	Read and Write Whole Numbers
M-3	Add Whole Numbers
M-4	Subtract Whole Numbers
M-5	Multiply Whole Numbers
M-18	Read and Write Decimals
M-20	Round Decimals (Handle Money)
M-21	Add Decimals
M-22	Subtract Decimals
M-23	Multiply Decimals
M-30	Read and Write Percents
M-36	Compute Discounts, Markup, Tax, Commission, Interest
M-71	Use Calculator Operations
M-73	Estimate To Determine If Solutions Are Reasonable

***M = Math**

WORKPLACE LITERACY

Computation Skills

Whole Numbers

Modules 1, 3, 4, 5

Decimals Fractions

Modules 18, 20, 21, 22, 23

Percents

Modules 30, 36

Calculator Concepts

Modules 71, 73

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Pre-Test

1. How would you write four thousand sixty-two in numerals?

   A. 4,62
   B. 4,062
   C. 4,620
   D. 4000,62

2. In 8,415 what number is in the hundreds' place?

   A. 1
   B. 4
   C. 5
   D. 8

3. What would be the next two numbers in the following series?
   37, 38, 39, ___, ___.

   A. 25, 26
   B. 35, 36
   C. 40, 41
   D. 50, 51

Notes

Answers:

1. B

2. B

3. C

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

What: (Performance Objective)	**Notes**
You will read and write whole numbers.	
When: (Criteria)	
You will be able to read and write whole numbers correctly when you can answer 2 of the 3 questions on the post-test correctly.	
Why:	
It is important to be able to read and write whole numbers to avoid errors when making change, counting supplies, and performing other customer service activities.	

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Instruction:

1. Take the pre-test.
2. Read the performance objective page.
3. Take part in the discussion led by your instructor.
4. Do the practice exercise.
5. Pass the post-test.

Notes

1. Give the pre-test.
2. Have class/person read the performance objective page.
3. Provide for a discussion of what whole numbers are.
4. Allow students to complete the practice exercises.
5. Correct practice exercises with student.
6. If possible, give additional problems for examples of the performance task to which this module is attached.
7. Give the post-test.
8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Practice:

Complete the practice exercise.

READ AND WRITE WHOLE NUMBERS

Directions: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you read and write whole numbers.

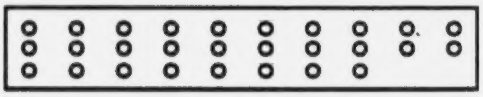
Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. What is the total number of words in the box below?

car, brakes, oil, tires, bolts, hose, belt, pump, gas

A. 9
B. 10
C. 11
D. 12

2. What is the total number of circles in the box below?



A. 18
B. 25
C. 27
D. 28

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. A
2. D
3. C
4. B
5. B
6. C
7. C
8. A
9. B
10. C
11. B
12. A
13, A
14. C
15. C
16. B
17. D
18. D
19. D
20. A
21. B
22. C
23. D
24. A
25. B
26. D
27. C
28. B
29. A
30. A
31. D
32. D
33. A
34. C
35. C
36. D
37. A
38. C
39. B
40. A

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Practice:

3. How would you write ten thousand in numerals?

A. 100
B. 1,000
C. 10,000
D. 10,000,000

4. How would you write four thousand sixty-two in numerals?

A. 4,62
B. 4,062
C. 4,620
D. 4000,62

5. In 8,415 what number is in the hundreds' place?

A. 1
B. 4
C. 5
D. 8

6. What would be the next two numbers in the following series?
37, 38, 39, ___, ___

A. 25, 26
B. 36, 35
C. 40, 41
D. 50, 51

7. How would you write eight hundred seventy?

A. 8070
B. 807
C. 870
D. 80070

8. What is the ten thousands digit in 6,543,210?

A. 4
B. 5
C. 3
D. 2

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Practice:

9. Which of the following numbers has a 3 in the tens' place and a 7 in the ones' place?

A. 3,417
B. 4,137
C. 4,317
D. 7,341

10. How would you write 5,209,000 in words?

A. five thousand two hundred nine thousand
B. five million two hundred nine
C. five million two hundred nine thousand
D. five, two oh nine million

11. Which of the following numbers is equal to 13 thousands and 70 ones?

A. 1,370
B. 13,070
C. 130,070
D. 1,300,070

12. When we count by ones what will be the next two numbers following 8,010?

A. 8,011; 8,012
B. 8,110; 8,210
C. 8,008; 8,009
D. 8,020; 8,030

13. Arrange these numbers in order from smallest to largest.

280, 9890, 8980, 890

A. 280, 890, 8980, 9890
B. 280, 890, 9890, 8980
C. 890, 280, 9890, 8980
D. 9890, 8980, 890, 280

14. How would you read 1,026?

A. one thousand two hundred six
B. ten thousand twenty-six
C. one thousand twenty-six
D. one hundred twenty-six

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Practice:

15. What is the total number of checks in the box below?

##
##

A. 40
B. 41
C. 42
D. 43

16. How would you write two million three thousand twenty-seven in numerals?

A. 2,300,027
B. 2,003,027
C. 2,000,327
D. 2,000,3027

17. Round 862,458 to the nearest thousand.

A. 862,000
B. 860,000
C. 862,460
D. 862,500

18. Which is most?

A. one hundred thirty-nine
B. one hundred forty-eight
C. one hundred fifty-two
D. one hundred fifty-seven

19. Round 139 to the nearest hundred.

A. 200
B. 140
C. 130
D. 100

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Practice:

20. The population of Sacramento, California is 50,319. Round this number to the nearest thousand.

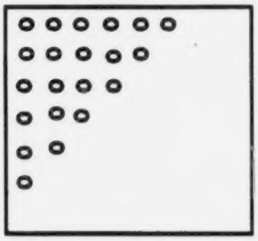
A. 50,000
B. 50,300
C. 50,320
D. 60,000

21. What is the total number of words in the box below?

drill, chisel, plane, auger, bit, rachet

A. 5
B. 6
C. 7
D. 11

22. What is the total number of circles in the box below?



A. 17
B. 19
C. 21
D. 15

23. How would you write one thousand in numerals?

A. 10
B. 100
C. 110
D. 1,000

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Practice:

24. How would you write ten thousand fourteen in numerals?

A. 10,014
B. 10,104
C. 10,140
D. 14,010

25. In 9,453 what is in the hundreds' place?

A. 3
B. 4
C. 5
D. 9

26. What would be the next number in the following series?
36, 37, 38, 39, ___

A. 35
B. 38
C. 37
D. 40

27. How would you write 250,090 in words?

A. twenty-five thousand ninety
B. two hundred five thousand ninety
C. two hundred and fifty thousand ninety
D. two hundred and fifty thousand nine

28. What is the digit in the ten-thousands' place for 789,014?

A. 7
B. 8
C. 9
D. 0

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Practice:

29. Which of the following numbers has a 7 in the hundreds' place and a 1 in the ones' place?

    A. 2,701
    B. 2,071
    C. 7,201
    D. 7,210

30. How would you write 8,000 in words?

    A. eight thousand
    B. eighty thousand
    C. eight hundred thousand
    D. eighty hundred

31. Which of the following numbers is equal to 17 thousand and 17 ones?

    A. 1,717
    B. 17,170
    C. 17,177
    D. 17,017

32. When we count by ones, what will be the next number following 8,797?

    A. 8,797
    B. 8,897
    C. 9,798
    D. 8,798

33. Count the number of #'s in the box.

```
# # # # # # # # # # # # # # # #
# # # # # # # # # # # # # # #
```

    A. 31
    B. 32
    C. 33
    D. 34

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Practice:

34. How would you read 5,040?

A. fifty thousand forty
B. five thousand four hundred
C. five thousand forty
D. five hundred thousand four

35. Which number is smallest?

A. 568
B. 1,215
C. 432
D. 1,000

36. How would you write three million, twenty thousand, seventy three?

A. 320,730
B. 3,200,703
C. 3,020,730
D. 3,020,073

37. Round off 42,637 to the nearest ten.

A. 42,640
B. 42,600
C. 42,000
D. 43,000

38. Which is the most?

A. one thousand two
B. one thousand three
C. one thousand ten
D. one thousand

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Practice:

39. Round 257 to the nearest ten.

A. 250
B. 260
C. 300
D. 255

40. The 1980 population of Malibu, California was 32,426. Round this number to the nearest thousand.

A. 32,000
B. 32,400
C. 33,000
D. 33,400

LEARNING MODULE

Duty: Whole Numbers

Task: M-1 Read and Write Whole Numbers

Post-Test

1. How would you write four thousand sixty-two in numerals?

   A. 4,62
   B. 4,062
   C. 4,620
   D. 4000,62

2. In 8,415 what number is in the hundreds' place?

   A. 1
   B. 4
   C. 5
   D. 8

3. What would be the next two numbers in the following series?
   37, 38, 39, ___, ___.

   A. 25, 26
   B. 35, 36
   C. 40, 41
   D. 50, 51

Notes

Answers:

1. B
2. B
3. C

LEARNING MODULE

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Pre-Test

1. 7 + 9 =

   A. 13
   B. 16
   C. 17
   D. 79

2. $\begin{array}{r} 42 \\ +\ 27 \\ \hline \end{array}$

   A. 49
   B. 59
   C. 69
   D. 4,227

3. Find the sum of 63, 5, 86, and 307.

   A. 361
   B. 460
   C. 461
   D. 2,297

Notes

Answers:

1. B
2. C
3. C

LEARNING MODULE

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

What: (Performance Objective)

You will subtract whole numbers.

When: (Criteria)

You will be able to subtract whole numbers correctly when you can answer 2 of the 3 questions on the post-test correctly.

Why:

It is important to be able to subtract whole numbers to avoid errors when adding a guest check, ordering supplies and performing other customer service activities.

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Instruction:

1. Take the pre-test.
2. Read the performance objective page.
3. Take part in the discussion led by your instructor.
4. Do the practice exercise.
5. Pass the post-test.

Notes

1. Give the pre-test.
2. Have class/person read the performance objective page.
3. Provide for a discussion on adding whole numbers.
4. Allow students to complete the practice exercises.
5. Correct practice exercises with student.
6. If possible, give additional problems for examples of the performance task to which this module is attached.
7. Give the post-test.
8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Client: LAUSD
Occupation: Customer Service
Date: 1/31/89

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Practice:

Complete the practice exercise.

DIRECTIONS: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you add whole numbers.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. 4 + 5 =

A. 9
B. 11
C. 45
D. 54

2. 7 + 9 =

A. 13
B. 16
C. 17
D. 79

3.

$$\begin{array}{r} 42 \\ +\ 27 \\ \hline \end{array}$$

A. 49
B. 59
C. 69
D. 4,227

4. 8 + 2 + 6 + 6 =

A. 22
B. 28
C. 52
D. 148

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. A
2. B
3. C
4. A
5. D
6. C
7. D
8. A
9. C
10. A
11. B
12. C
13. B
14. D
15. B
16. D
17. B
18. C
19. D
20. A
21. A
22. D
23. C
24. A
25. D
26. D
27. B
28. C
29. B
30. A
31. C
32. C
33. A
34. D
35. A
36. D
37. C
38. B
39. B
40. B

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LEARNING MODULE

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Practice:

Notes

5.
```
  67
+ 39
```

A. 16
B. 28
C. 105
D. 106

6. 35 + 53 + 97 =

A. 88
B. 175
C. 185
D. 285

7.
```
  98
  26
+ 83
```

A. 167
B. 197
C. 198
D. 207

8. 11 + 101 + 110 =

A. 222
B. 232
C. 321
D. 322

9.
```
  4,763
+ 2,572
```

A. 2,191
B. 7,235
C. 7,335
D. 9,336

LEARNING MODULE

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Practice:

10. 47 + 423 + 8 =

A. 478
B. 495
C. 498
D. 1,693

11. 201 plus 2,100 equals

A. 1,401
B. 2,301
C. 22,100
D. 2,002,101

12. Find the sum of 63, 5, 86, and 307.

A. 361
B. 460
C. 461
D. 2,297

13. Add

$$\begin{array}{r} 5{,}582 \\ 4 \\ \underline{6{,}209} \end{array}$$

A. 11,785
B. 11,795
C. 11,831
D. 15,795

14. Add

$$\begin{array}{r} 8{,}466 \\ 727 \\ \underline{84} \end{array}$$

A. 9,167
B. 9,176
C. 9,276
D. 9,277

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Practice:

15. 43,022
+ 16,941

A. 59,063
B. 59,963
C. 60,963
D. 69,063

16. 183
+ 457

A. 530
B. 630
C. 540
D. 640

17. 2,405
147
574
+ 3,813

A. 6,839
B. 6,939
C. 6,940
D. 7,039

18. 8,070 + 807 =

A. 1,677
B. 8,814
C. 8,877
D. 80,877

19. 8,888 + 20 =

A. 8,900
B. 9,008
C. 8,000
D. 8,908

Notes

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Practice:

20. 576
+ 607

A. 1,183
B. 1,173
C. 1,283
D. 1,284

21. 5 + 6 =

A. 11
B. 10
C. 56
D. 9

22. 4 + 9 =

A. 10
B. 11
C. 12
D. 13

23. 56
+ 12

A. 44
B. 59
C. 68
D. 78

24. 4 + 3 + 7 + 7 =

A. 21
B. 23
C. 56
D. 437

25. 39
+ 69

A. 88
B. 89
C. 98
D. 108

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Practice:	Notes
26. 37 + 64 + 29 = A. 111 B. 119 C. 120 D. 130 27. 87 43 + 79 A. 199 B. 209 C. 211 D. 219 28. 22 + 221 + 122 = A. 222 B. 212 C. 365 D. 441 29. 2,345 + 3,567 A. 4,789 B. 5,912 C. 5,902 D. 6,912 30. 54 + 532 + 1 = A. 587 B. 577 C. 584 D. 987 31. 410 plus 4,100 equals A. 850 B. 8,200 C. 4,510 D. 4,100,410	

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Practice:

32. Find the sum of 64, 8, 77, and 446.

    A. 510
    B. 577
    C. 595
    D. 1,518

33. Add

$$\begin{array}{r} 8,871 \\ 3 \\ \underline{3,000} \end{array}$$

    A. 11,874
    B. 18,714
    C. 8,868
    D. 11,784

34. Add

$$\begin{array}{r} 4,379 \\ 738 \\ \underline{78} \end{array}$$

    A. 4,993
    B. 5,458
    C. 5,195
    D. 5,555

35.

$$\begin{array}{r} 54,007 \\ \underline{+\ 17,994} \end{array}$$

    A. 72,001
    B. 71,001
    C. 72,991
    D. 71,991

36.

$$\begin{array}{r} 5,676 \\ \underline{+\ 6,541} \end{array}$$

    A. 11,117
    B. 11,217
    C. 12,117
    D. 12,217

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-3 Add Whole Numbers

Practice:

37. 1,201
+ 323

A. 1,624
B. 1,523
C. 1,524
D. 2,534

38. 10,009 + 299 =

A. 10,299
B. 10,308
C. 10,409
D. 12,990

39. 6,666 + 40 =

A. 6,700
B. 6,706
C. 7,006
D. 7,706

40. 79
+ 23

A. 92
B. 102
C. 103
D. 113

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-3 Add Whole Numbers

Post-Test

1. 7 + 9 =

   A. 13
   B. 16
   C. 17
   D. 79

2. $\begin{array}{r} 42 \\ \underline{+\ 27} \end{array}$

   A. 49
   B. 59
   C. 69
   D. 4,227

3. Find the sum of 63, 5, 86, and 307.

   A. 361
   B. 460
   C. 461
   D. 2,297

Notes

Answers:

1. B
2. C
3. C

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LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Pre-Test

1. $\begin{array}{r} 19 \\ \underline{-6} \end{array}$

   A. 3
   B. 7
   C. 12
   D. 13

2. 103 - 76 =

   A. 23
   B. 26
   C. 27
   D. 37

3. Find the difference between 3,281 and 5,982.

   A. 1,299
   B. 1,399
   C. 2,699
   D. 2,701

Notes

Answers:

1. D
2. C
3. D

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

What: (Performance Objective)

You will subtract whole numbers.

When: (Criteria)

You will be able to subtract whole numbers correctly when you can answer 2 of the 3 questions on the post-test correctly.

Why:

It is important to be able to subtract whole numbers to avoid errors when adding a guest check, ordering supplies and performing other customer service activities.

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Instruction:	Notes
1. Take the pre-test. 2. Read the performance objective page. 3. Take part in the discussion led by your instructor. 4. Do the practice exercise. 5. Pass the post-test.	1. Give the pre-test. 2. Have class/person read the performance objective page. 3. Provide for a discussion on adding whole numbers. 4. Allow students to complete the practice exercises. 5. Correct practice exercises with student. 6. If possible, give additional problems for examples of the performance task to which this module is attached. 7. Give the post-test. 8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Practice:

Complete the practice exercise.

DIRECTIONS: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you subtract whole numbers.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. 7
-4

A. 2
B. 3
C. 4
D. 11

2. 19
- 6

A. 3
B. 7
C. 12
D. 13

3. 3,288
- 2,135

A. 153
B. 1,143
C. 1,153
D. 5,423

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. B
2. D
3. C
4. D
5. C
6. A
7. B
8. A
9. B
10. C
11. A
12. C
13. D
14. A
15. D
16. A
17. D
18. B
19. C
20. B
21. B
22. C
23. D
24. C
25. A
26. B
27. B
28. A
29. D
30. B
31. C
32. A
33. D
34. B
35. C
36. A
37. D
38. C
39. A
40. C

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Practice:

Notes

4. 96
   - 24

   A. 60
   B. 62
   C. 70
   D. 72

5. 103 - 76 =

   A. 23
   B. 26
   C. 27
   D. 37

6. 54 - 26 =

   A. 28
   B. 32
   C. 80
   D. 90

7. 383 - 201 =

   A. 173
   B. 182
   C. 404
   D. 2,283

8. 5,000
   - 3,095

   A. 1,905
   B. 1,995
   C. 2,005
   D. 2,905

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Practice:	**Notes**

9. 853 - 71 =

A. 143
B. 782
C. 822
D. 882

10. Subtract 504 from 905.

A. 391
B. 399
C. 401
D. 499

11.

$$\begin{array}{r} 6{,}050 \\ -\ 4{,}275 \\ \hline \end{array}$$

A. 1,775
B. 1,785
C. 1,975
D. 2,775

12.

$$\begin{array}{r} 1{,}385 \\ -\ 476 \\ \hline \end{array}$$

A. 809
B. 908
C. 909
D. 919

13.

$$\begin{array}{r} 77{,}285 \\ -\ \quad 4 \\ \hline \end{array}$$

A. 76,171
B. 77,191
C. 77,271
D. 77,281

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Practice:	Notes
14. 46 - 27 = A. 19 B. 21 C. 28 D. 29	
15. Subtract 3,281 from 5,982. A. 1,299 B. 1,399 C. 2,699 D. 2,701	
16. $\begin{array}{r} 1{,}602 \\ -\ 684 \\ \hline \end{array}$ A. 918 B. 1,028 C. 1,928 D. 2,082	
17. 34 - 28 = A. 16 B. 14 C. 8 D. 6	
18. Find the difference between 63 and 46. A. 13 B. 17 C. 23 D. 27	

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Practice:

19. 107 - 79 =

A. 39
B. 29
C. 28
D. 22

20. $\begin{array}{r} 75 \\ \underline{-48} \end{array}$

A. 37
B. 27
C. 26
D. 25

21. $\begin{array}{r} 8 \\ \underline{-3} \end{array}$

A. 4
B. 5
C. 6
D. 7

22. $\begin{array}{r} 17 \\ \underline{-4} \end{array}$

A. 11
B. 12
C. 13
D. 15

23. $\begin{array}{r} 680 \\ \underline{-160} \end{array}$

A. 52
B. 420
C. 440
D. 520

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Practice:	Notes
24. 87 -27 A. 47 B. 57 C. 60 D. 64 25. 106 - 14 = A. 92 B. 94 C. 96 D. 102 26. 47 - 43 = A. 3 B. 4 C. 14 D. 44 27. 450 minus 125 = A. 475 B. 325 C. 300 D. 250 28. 6,000 - 5,989 A. 11 B. 21 C. 101 D. 111	

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Practice:

29. 741 - 56 =

    A. 595
    B. 585
    C. 695
    D. 685

30. Subtract 501 from 805.

    A. 299
    B. 304
    C. 306
    D. 696

31. $$\begin{array}{r} 4{,}495 \\ \underline{-\ 3{,}279} \end{array}$$

    A. 1,124
    B. 1,206
    C. 1,216
    D. 1,224

32. $$\begin{array}{r} 7{,}040 \\ \underline{-\ 2{,}505} \end{array}$$

    A. 4,535
    B. 4,545
    C. 5,535
    D. 5,455

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Practice:

33. 1,000,000
$$\begin{array}{r} 1{,}000{,}000 \\ -\quad\quad 2 \\ \hline \end{array}$$

- A. 888,888
- B. 998,998
- C. 999,888
- D. 999,998

34. 10,721
$$\begin{array}{r} 10{,}721 \\ -\ 2{,}821 \\ \hline \end{array}$$

- A. 7,100
- B. 7,900
- C. 8,100
- D. 8,121

35. Subtract 1,673 from 4,774.

- A. 2,199
- B. 2,910
- C. 3,101
- D. 6,899

36. 75
$$\begin{array}{r} 75 \\ -\ 33 \\ \hline \end{array}$$

- A. 42
- B. 43
- C. 32
- D. 24

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Practice

37. 91
- 22

A. 79
B. 72
C. 71
D. 69

38. Find the difference between 10,000 and 100.

A. 900
B. 9,000
C. 9,900
D. 9,990

39. 6,001
- 62

A. 5,939
B. 5,949
C. 5,063
D. 6,063

40. 100
- 38

A. 72
B. 64
C. 62
D. 52

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-4 Subtract Whole Numbers

Post-Test

1. $$\begin{array}{r}19\\ \underline{-\ 6}\end{array}$$

   A. 3
   B. 7
   C. 12
   D. 13

2. 103 - 76 =

   A. 23
   B. 26
   C. 27
   D. 37

3. Find the difference between 3,281 and 5,982.

   A. 1,299
   B. 1,399
   C. 2,699
   D. 2,701

Notes

Answers:

1. D
2. C
3. D

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Pre-Test

1. 29
   x 4

   A. 96
   B. 106
   C. 108
   D. 116

2. $26 \cdot 13 =$

   A. 39
   B. 38
   C. 338
   D. 348

3. What is the product of 46 and 32?

   A. 78
   B. 1,380
   C. 1,472
   D. 1,792

Notes

Answers:

1. D
2. C
3. C

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

What: (Performance Objective)	Notes
You will multiply whole numbers.	
When: (Criteria)	
You will be able to multiply whole numbers correctly when you can answer 2 of the 3 questions on the post-test correctly.	
Why:	
It is important to be able to multiply whole numbers when computing multiple food orders, drink orders, and when performing other customer service activities.	

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Instruction:

1. Take the pre-test.
2. Read the performance objective page.
3. Participate in the disccussion led by your instructor.
4. Do the practice exercise.
5. Pass the post-test.

Notes

1. Give the pre-test.
2. Have class/person read the performance objective page.
3. Provide for a discussion on multiplying whole numbers.
4. Allow students to complete the practice exercises.
5. Correct practice exercises with student.
6. If possible, give additional problems for examples of the performance task to which this module is attached.
7. Give the post-test.
8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Practice:

Complete the practice exercise.

DIRECTIONS: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you multiply whole numbers.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. 9 x 6 =

A. 48
B. 54
C. 56
D. 63

2. 29
x 4

A. 96
B. 106
C. 108
D. 116

3. 3 x 26 =

A. 58
B. 68
C. 78
D. 87

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. B
2. D
3. C
4. A
5. B
6. B
7. C
8. C
9. D
10. B
11. A
12. A
13. D
14. B
15. C
16. A
17. D
18. C
19. C
20. A
21. C
22. D
23. A
24. A
25. B
26. B
27. C
28. A
29. D
30. B
31. C
32. B
33. D
34. B
35. C
36. A
37. D
38. D
39. C
40. A

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Practice:	Notes
4. 429 x 7 A. 3,003 B. 2,903 C. 2,976 D. 2,803	
5. 5,473 x 8 A. 43,764 B. 43,784 C. 43,792 D. 43,804	
6. 15 x 19 = A. 134 B. 285 C. 1,095 D. 1,519	
7. 26 · 13 = A. 39 B. 38 C. 338 D. 348	
8. What is the product of 46 and 32? A. 78 B. 1,380 C. 1,472 D. 1,792	

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Practice:	**Notes**
9. 5 x 3 x 7 = A. 56 B. 82 C. 95 D. 105 10. 10 x 10 x 10 = A. 100 B. 1,000 C. 1,100 D. 10,000 11. 78 x 62 A. 4,836 B. 4,830 C. 4,786 D. 624 12. 46 x 83 A. 3,818 B. 3,418 C. 4,018 D. 1,419 13. 4,798 x 7 A. 32,586 B. 33,686 C. 33,545 D. 33,586	

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LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Practice:	**Notes**
14. 516 x 300 A. 15,480 B. 154,800 C. 155,800 D. 1,558,000 15. 48 x 60 A. 1,480 B. 2,480 C. 2,880 D. 3,080 16. 34 x 17 A. 578 B. 561 C. 588 D. 375 17. Multiply 4,016 by 2. A. 4,032 B. 8,216 C. 8,320 D. 8,032 18. 68,000 x 8 = A. 5,440 B. 54,400 C. 544,000 D. 5,440,000	

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Practice:

19. 19
x 20

A. 399
B. 310
C. 380
D. 210

20. Which is largest?

A. 5 x 7
B. 4 x 8
C. 3 x 11
D. 6 x 4

21. 7 x 5 =

A. 28
B. 30
C. 35
D. 57

22. 15
x 9

A. 55
B. 95
C. 105
D. 135

23. 4 x 24 =

A. 96
B. 86
C. 68
D. 48

Notes

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Practice:

24. $\begin{array}{r} 617 \\ \underline{\times\ 3} \end{array}$

    A. 1,851
    B. 1,921
    C. 1,922
    D. 2,751

25. $\begin{array}{r} 7{,}121 \\ \underline{\times\ \ 4} \end{array}$

    A. 11,442
    B. 28,484
    C. 28,848
    D. 47,565

26. 12 x 17 =

    A. 108
    B. 204
    C. 208
    D. 719

27. $13 \cdot 13 =$

    A. 26
    B. 39
    C. 169
    D. 1,313

28. What is the product of 36 of 63?

    A. 2268
    B. 2368
    C. 2700
    D. 9900

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Practice:

29. 7 x 6 x 5 =

A. 30
B. 42
C. 200
D. 210

30. 10 x 10 x 1 =

A. 10
B. 100
C. 110
D. 1,000

31. $\begin{array}{r} 516 \\ \underline{\times\ 100} \end{array}$

A. 516
B. 5,160
C. 51,600
D. 516,000

32. $\begin{array}{r} 555 \\ \underline{\times\ 21} \end{array}$

A. 1,665
B. 11,655
C. 16,656
D. 16,566

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Practice:

33. 2,109
x 14

A. 10,545
B. 12,113
C. 16,109
D. 29,526

34. 84
x 76

A. 7,684
B. 6,384
C. 6,200
D. 1,510

35. 30
x 9

A. 210
B. 390
C. 270
D. 309

36. 43
x 52

A. 2,236
B. 2,136
C. 1,116
D. 3,466

Notes

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Practice	Notes
37. Multiply 192 by 6. A. 1,142 B. 1,088 C. 3,552 D. 1,152 38. 6,051 x 3 A. 18,053 B. 18,015 C. 18,083 D. 18,153 39. 453 x211 A. 664 B. 1,812 C. 95,583 D. 98,777 40. Which is largest? A. 8 x 7 B. 4 x 7 C. 7 x 6 D. 9 x 6	

LEARNING MODULE

Duty: Whole Numbers

Task: M-5 Multiply Whole Numbers

Post-Test

1. $\begin{array}{r} 29 \\ \underline{\times 4} \end{array}$

   A. 96
   B. 106
   C. 108
   D. 116

2. $26 \cdot 13 =$

   A. 39
   B. 38
   C. 338
   D. 348

3. What is the product of 46 and 32?

   A. 78
   B. 1,380
   C. 1,472
   D. 1,792

Notes

Answers:

1. D
2. C
3. C

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Pre-Test

1. Eight and three tenths is:

   A. 8.03
   B. 8.3
   C. .83
   D. 80.3

2. Which of these decimals is largest?

   A. .501
   B. .505
   C. .055
   D. .55

3. Which of the following is equal to 0.5?

   A. 0.0005
   B. 0.005
   C. 0.05
   D. 0.50

Notes

Answers:

1. B
2. D
3. D

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

What: (Performance Objective) You will read and write decimal fractions. **When: (Criteria)** You will be able to read and write decimal fractions correctly when you can answer 2 of the 3 questions on the post-test correctly. **Why:** It is important to be able to read and write decimal fractions as money is written with the "change" portion as a decimal fraction. In customer service occupations you deal with money.	**Notes**

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Instruction:

1. Take the pre-test.
2. Read the performance objective page.
3. Take part in the discussion led by your instructor.
4. Do the practice exercise.
5. Pass the post-test.

Notes

1. Give the pre-test.
2. Have class/person read the performance objective page.
3. Provide for a discussion on reading and writing decimals.
4. Allow students to complete the practice exercises.
5. Correct practice exercises with student.
6. If possible, give additional problems for examples of the performance task to which this module is attached.
7. Give the post-test.
8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Practice:

Complete the practice exercise.

DIRECTIONS: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you read and write decimals.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. Which of the following is the smallest number?

A. .433
B. .43
C. .043
D. .403

2. Eight and three tenths is

A. 8.03
B. 8.3
C. .83
D. 80.3

3. In 895.723 what numeral represents hundredths?

A. 2
B. 5
C. 7
D. 9

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. C
2. B
3. A
4. D
5. A
6. D
7. B
8. C
9. B
10. A
11. C
12. B
13. D
14. A
15. D
16. A
17. C
18. B
19. C
20. D
21. B
22. C
23. B
24. D
25. A
26. C
27. D
28. A
29. B
30. A
31. B
32. A
33. D
34. B
35. D
36. C
37. A
38. C
39. C
40. D

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Practice:

4. Which of the following is equal to 0.5?

   A. 0.0005
   B. 0.005
   C. 0.05
   D. 0.50

5. Which of the following is a way of writing three and two thousandths?

   A. 3.002
   B. 3.02
   C. 3.2
   D. .032

6. Which of the following is a way of writing ten and thirty-five thousandths?

   A. 10.0035
   B. 10.350
   C. 10.35
   D. 10.035

7. Which of the following is a way of writing forty-two hundredths?

   A. .0042
   B. .42
   C. 42.00
   D. 4200

8. How should 7.03 be read?

   A. 7 point 3
   B. 7 and 3 tenths
   C. 7 and 3 hundredths
   D. 7 and 3 thousandths

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Practice:	Notes
9. Round 7.892 to the nearest one. A. 7 B. 8 C. 8.0 D. 7.9 10. Round 84.687 to the nearest tenth. A. 84.7 B. 84.69 C. 84.6 D. 85 11. Which of these numbers is the largest? A. .02 B. .2 C. 2 D. 1.22 12. What is the decimal for thirty and eighteen thousandths? A. 30.18 B. 30.018 C. 30.180 D. 30.0018 13. The 7 in 3.187 means A. 7 tenths B. 7 hundreds C. 7 hundredths D. 7 thousandths	

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Practice:

14. Round 29.45 to the nearest one.

    A. 29
    B. 29.40
    C. 29.50
    D. 30

15. Which of these decimals is largest?

    A. .501
    B. .505
    C. .055
    D. .55

16. Two hundred one thousandths is

    A. .201
    B. .0201
    C. 200.0001
    D. 201.000

17. Which one of the following numbers is greater in value than .561?

    A. .5
    B. .516
    C. .6
    D. .51

18. Which of the following is a way of writing five hundred one thousandths?

    A. .0501
    B. .501
    C. 501,000
    D. 500.1

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Practice:

Notes

19. Which of the following is in order from largest to smallest?

    A. .20, .25, 1.50, 2.05
    B. 2.05, 1.50, .20, .25
    C. 2.05, 1.50, .25, .20
    D. 1.50, 2.05, .25, .20

20. How would you read the decimal .002?

    A. two thousands
    B. two ten thousandths
    C. two hundredths
    D. two thousandths

21. Which of the following is the largest number?

    A. .8
    B. .9
    C. .808
    D. .889

22. One and five tenths is

    A. 1.05
    B. 1.510
    C. 1.5
    D. .1510

23. In 4,678.932 what numeral represents hundredths?

    A. 2
    B. 3
    C. 4
    D. 6

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Practice:	**Notes**
24. Which of the following is equal to .78? A. 0.708 B. 0.078 C. 0.870 D. 0.780 25. Which of the following is a way of writing two and 5 tenths? A. 2.5 B. 2.05 C. .25 D. .205 26. Which of the following is a way of writing two hundredths? A. 200.0 B. .200 C. .02 D. .002 27. Which of the following is a way of writing thirty seven hundredths? A. 3700 B. 3700.00 C. .037 D. .37 28. How should 19.009 be read? A. Nineteen and nine thousandths B. Nineteen thousand and nine thousandths C. Nineteen and nine hundredths D. Nineteen and ninety hundredths	

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Practice:	Notes
29. Round 5.509 to the nearest tenth. A. 5.0 B. 5.5 C. 5.51 D. 5.6 30. Round 103.999 to the nearest one. A. 104 B. 104.99 C. 104.0 D. 103.99 31. Which of these numbers is the smallest? A. .01 B. .001 C. .0011 D. .00101 32. Write eight and seven thousandths as a decimal. A. 8.007 B. 8.070 C. 8.087 D. 0.087 33. The 3 in the number 1.2385 means A. 3 tenths B. 3 thousandths C. 3 thousand D. 3 hundredths	

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Practice:

Notes

34. Round 123.11 to the nearest tenth.

A. 123.101
B. 123.1
C. 123.0
D. 123.

35. Which of these numbers is smaller than .9?

A. 1.9
B. .901
C. .91
D. .19

36. In which of these numbers does 7 have the greatest value?

A. 7.0000
B. 70.000
C. 7,000
D. .700000

37. Which of the following numbers is greater than .403?

A. .430
B. .043
C. .402
D. .4003

38. Which of the following is a way of writing forty-three hundredths?

A. 4,300
B. 43.00
C. .43
D. .043

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Practice	Notes
39. Which of the following is in order from smallest to largest? A. .27, .06, 1.02, .3 B. .27, .3, .06, 1.02 C. .06, .27, .3, 1.02 D. .3, .27, .06, 1.02 40. How would you read the decimal .04? A. four tenths B. four thousandths C. four hundreds D. four hundredths	

LEARNING MODULE

Duty: Decimal Fractions

Task: M-18 Read and Write Decimals

Post-Test

1. Eight and three tenths is:

   A. 8.03
   B. 8.3
   C. .83
   D. 80.3

2. Which of these decimals is largest?

   A. .501
   B. .505
   C. .055
   D. .55

3. Which of the following is equal to 0.5?

   A. 0.0005
   B. 0.005
   C. 0.05
   D. 0.50

Notes

Answers:

1. B
2. D
3. D

LEARNING MODULE

Duty: Decimal Fractions

Task: M-20 Round Decimals (Handle Money)

Pre-Test

1. Write 250¢ another way.

   A. $0.25
   B. $2.50
   C. $25.00
   D. $250

2. $.02 is the same as:

   A. 20¢
   B. 2 pennies
   C. 2 dimes
   D. 2 dollars

3. Round $14.8467 to the nearest cent.

   A. $14.84
   B. $14.85
   C. $14.00
   D. $14.90

Notes

Answers:

1. B

2. B

3. B

LEARNING MODULE

Duty: Decimal Fractions

Task: M-20 Round Decimals (Handle Money)

What: (Performance Objective)	**Notes**
You will round decimals and handle money.	
When: (Criteria)	
You will be able to round decimals and handle money correctly when you can answer 2 of the 3 questions on the post-test correctly.	
Why:	
It is important to be able to round decimals and handle money to avoid errors when making change, computing a guest check and/or ordering supplies.	

LEARNING MODULE

Duty: Decimal Fractions

Task: M-20 Round Decimals (Handle Money)

Instruction:	Notes
1. Take the pre-test.	1. Give the pre-test.
2. Read the performance objective page.	2. Have class/person read the performance objective page.
3. Take part in the discussion led by your instructor.	3. Provide for a discussion on rounding decimals and handling money.
4. Do the practice exercise.	4. Allow students to complete the practice exercises.
5. Pass the post-test.	5. Correct practice exercises with student.
	6. If possible, give additional problems for examples of the performance task to which this module is attached.
	7. Give the post-test.
	8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Decimal Fractions

Task: M-20 Round Decimals (Handle Money)

Practice:

Complete the practice exercise.

ROUNDING DECIMALS AND HANDLING MONEY

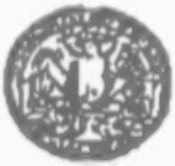
Directions: (If you need scrap paper, ask your instructor for a blank piece of paper.)

The purpose of this practice is to help you round decimals and handle money.

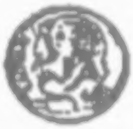
Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. Which of these coins has the least value?

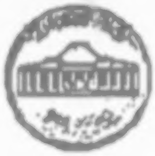
A.



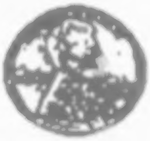
C.



B.



D.



2. Which of these groups of coins has the greatest value?

A. 3 dimes
B. 1 quarter
C. 17 pennies
D. 5 nickels

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. D
2. A
3. C
4. B
5. B
6. C
7. A
8. B
9. D
10. D
11. B
12. A
13. D
14. A
15. A
16. A
17. C
18. D
19. A
20. B
21. D
22. C
23. A
24. D
25. A
26. B
27. C
28. D
29. D
30. C

LEARNING MODULE

Duty: Decimal Fractions

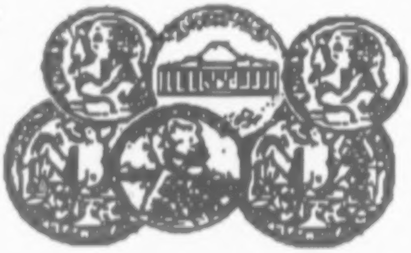
Task: M-20 Round Decimals (Handle Money)

Practice:

3. How much is 2 quarters, 3 dimes, and 2 pennies?

A. 67¢
B. 73¢
C. 82¢
D. $1.07

4. How many dimes are there?

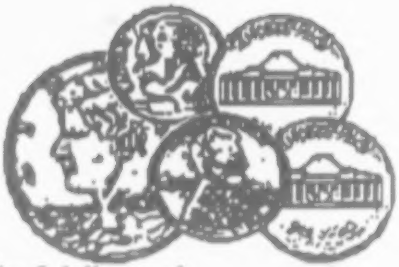


A. 1
B. 2
C. 3
D. 4

5. Write 250¢ another way.

A. $0.25
B. $2.50
C. $25.00
D. $250

6. How much money?



A. 46¢
B. 55¢
C. 71¢
D. 80¢

7. Which of these is a correct way to write 5 dollars and eighteen cents?

A. $5.18
B. 5.18¢
C. $518
D. $5.80

8. $.02 is the same as

A. 20¢
B. 2 pennies
C. 2 dimes
D. 2 dollars

LEARNING MODULE

Duty: Decimal Fractions

Task: M-20 Round Decimals (Handle Money)

Practice:

9. Which of these is the largest amount of money?

   A. $.16
   B. $4.17
   C. $5.95
   D. $16

10. $1.46 is the same as

   A. 1 dollar-bill, 1 quarter, 1 dime, 1 nickel, 1 penny
   B. 10 dimes, 6 pennies, 4 nickels
   C. 5 quarters, 1 dime, 3 nickels, 1 penny
   D. 2 half-dollars, 1 quarter, 4 nickels, 1 penny

11. Round $14.8467 to the nearest cent.

   A. $14.84
   B. $14.85
   C. $14
   D. $14.90

12. Eight thousand fifty six dollars and seventy cents is

   A. $8,056.70
   B. $8,056.07
   C. $8,050.70
   D. $856.70

13. Which of the following is the same as $50.07?

   A. Five dollars and seven cents
   B. Fifty dollars and seventeen cents
   C. Fifty dollars and seventy cents
   D. Fifty dollars and seven cents

14. Which of these is the largest amount of money?

   A. 7 quarters, 1 dime
   B. 17 dimes, 1 nickel, 1 penny
   C. 1 dollar-bill, 1 half-dollar, 1 quarter
   D. 1 dollar-bill, 12 nickels, 12 pennies

LEARNING MODULE

Duty: Decimal Fractions

Task: M-20 Round Decimals (Handle Money)

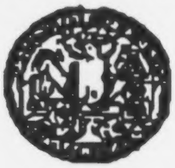
Practice:

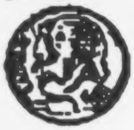
15. If you had one of each of these, how much money would you have?

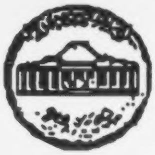
A. $16.91
B. $15.91
C. $16.41
D. $16.89

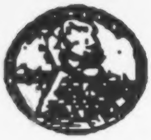
penny
nickel
dime
quarter
half dollar
dollar
five dollars
ten dollars

16. Which of these coins has the greatest value?

A.


C.


B.


D.


17. Which of these groups of coins has the least value?

A. 3 dimes
B. 1 quarter
C. 17 pennies
D. 5 nickels

18. How much is 3 quarters, 4 nickels, 1 dime and 2 pennies?

A. 67¢
B. 73¢
C. 82¢
D. $1.07

19. Write 25¢ another way.

A. $0.25
B. $2.50
C. $25.00
D. $250

LEARNING MODULE

Duty: Decimal Fractions

Task: M-20 Round Decimals (Handle Money)

Practice:

20. One dollar equals how many nickels?

A. 10
B. 20
C. 30
D. 40

21. Which of these is the correct way to write five dollars and eighty cents?

A. $5.18
B. 5.80¢
C. $508
D. $5.80

22. How much money is 4 dimes, 1 nickel, and 3 pennies?

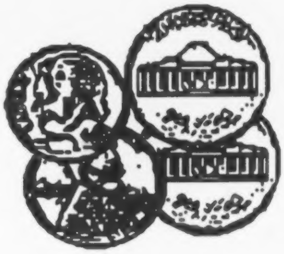
A. 21¢
B. 38¢
C. 48¢
D. 57¢

23. $.20 is the same as

A. 20¢
B. 2 pennies
C. 2 nickels
D. 2 quarters

24. How much money is shown?

A. 16¢
B. 17¢
C. 41¢
D. 21¢



LEARNING MODULE

Duty: Decimal Fractions

Task: M-20 Round Decimals (Handle Money)

Practice:

25. Which of these is the smallest amount of money?

A. $.16
B. $4.17
C. $5.95
D. $16

26. $1.26 is the same as:

A. 1 dollar-bill, 1 quarter, 1 dime, 1 nickel, 1 penny
B. 10 dimes, 6 pennies, 4 nickels
C. 5 quarters, 1 dime, 3 nickels, 1 penny
D. 2 half-dollars, 1 quarter, 4 nickels, 1 penny

27. $101.11 is the same as:

A. One hundred eleven dollars and one cent
B. One hundred one dollars
C. One hundred one dollars and eleven cents
D. Eleven dollars and eleven cents

28. Two hundred two dollars and 1 cent is

A. $220.01
B. $202.10
C. $220.10
D. $202.01

29. Which of these is the largest amount of money?

A. 9 quarters, 1 nickel, 4 pennies
B. 14 dimes, 10 nickels, 10 pennies
C. 1 dollar, 1 quarter, 2 dimes
D. 1 dollar, 3 quarters, 5 dimes, 8 pennies

30. If you have one of each of these, how much would you have?

twenty dollar bill
ten dollar bill
one dollar bill
dime
nickel
penny

A. $31.61
B. $21.36
C. $31.16
D. 41.61

LEARNING MODULE

Duty: Decimal Fractions

Task: M-20 Round Decimals (Handle Money)

Post-Test

1. Write 250¢ another way.

   A. $0.25
   B. $2.50
   C. $25.00
   D. $250

2. $.20 is the same as:

   A. 20¢
   B. 2 pennies
   C. 2 dimes
   D. 2 dollars

3. Round $14.8467 to the nearest cent.

   A. $14.84
   B. $14.85
   C. $14.00
   D. $14.90

Notes

Answers:

1. B
2. B
3. B

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

Pre-Test

1. $\begin{array}{r} 52.6 \\ \underline{+\ 1.08} \end{array}$

   A. 53.68
   B. 56.808
   C. 536.8
   D. .634

2. Add .4, 1.6, and .9.

   A. .146
   B. .29
   C. 1.46
   D. 2.9

3. $5.18 + $.09 + $82 =

   A. $87.17
   B. $80.90
   C. $87.27
   D. $87.09

Notes

Answers:

1. A
2. D
3. C

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

What: (Performance Objective)

You will add decimals.

Notes

When: (Criteria)

You will be able to add decimals correctly when you can answer 2 of the 3 questions on the post-test correctly.

Why:

It is important to be able to add decimals to avoid errors when adding up a guest check (money is written as decimals) or performing other customer service activities.

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

Instruction:	Notes
1. Take the pre-test. 2. Read the performance objective page. 3. Take part in the discussion led by your instructor. 4. Do the practice exercise. 5. Pass the post-test.	1. Give the pre-test. 2. Have class/person read the performance objective page. 3. Provide for a discussion on adding decimals. 4. Allow students to complete the practice exercises. 5. Correct practice exercises with student. 6. If possible, give additional problems for examples of the performance task to which this module is attached. 7. Give the post-test. 8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

Practice:

Complete the practice exercise.

DIRECTIONS: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you add decimals.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. 1.6
3.8
+ 2.9

A. 6.23
B. 7.23
C. 8.3
D. 9.3

2. 52.6
+ 1.08

A. 53.68
B. 56.808
C. 536.8
D. 634

3. $ 2.89
1.58
+ 3.59

A. $7.06
B. $7.96
C. $8.06
D. $8.07

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. C
2. A
3. C
4. D
5. D
6. B
7. B
8. A
9. C
10. D
11. B
12. D
13. D
14. C
15. B
16. A
17. C
18. B
19. A
20. A
21. A
22. C
23. C
24. B
25. C
26. C
27. D
28. D
29. B
30. C
31. A
32. B
33. D
34. B
35. D
36. A
37. D
38. C
39. B
40. A

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

Practice:

4. .58 + .301 =

   A. .00881
   B. .359
   C. .58301
   D. .881

5. Add .4, 1.6, and .9.

   A. .146
   B. .29
   C. 1.46
   D. 2.9

6. $\begin{array}{r} 2.4 \\ \underline{+\ 4.75} \end{array}$

   A. 6.15
   B. 7.15
   C. 9.25
   D. 50.9

7. .08 + 4.26 + 6.93 =

   A. 10.17
   B. 11.27
   C. 12.13
   D. 18.19

8. $\begin{array}{r} 2.57 \\ 7.2 \\ \underline{+\ 9.65} \end{array}$

   A. 19.42
   B. 18.43
   C. 19.52
   D. 19.43

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

Practice:

9. .326 + 8.4 + 35 =

A. 43.330
B. 54.500
C. 43.726
D. 43.366

10.

$$\begin{array}{r} .563 \\ \underline{+\ .287} \end{array}$$

A. .840
B. .162
C. .580
D. .850

11.

$$\begin{array}{r} .8 \\ .17 \\ 5. \\ \underline{+\ 6.293} \end{array}$$

A. 12.163
B. 12.263
C. 11.1263
D. 13.263

12. 3.89 + .6 + .45 =

A. 5.14
B. 5.04
C. 4.40
D. 4.94

13.

$$\begin{array}{r} .312 \\ .047 \\ \underline{+\ .856} \end{array}$$

A. .1205
B. .1215
C. 1.205
D. 1.215

Notes

Duty: Decimal Fractions

Task: M-21 Add Decimals

Practice:

14. $5.18 + $.09 + $82 =

A. $87.17
B. $80.90
C. $87.27
D. $87.09

15. $8 + $1.08 =

A. $1.16
B. $9.08
C. $8.09
D. $1.88

16. What is the sum of the following numbers?

3.6	2.07	.417	3.837	18.3

A. 28.224
B. 26.8254
C. 18.224
D. 28.214

17.

$$\begin{array}{r} 35.26 \\ +\ 84.27 \\ \hline \end{array}$$

A. 119.42
B. 119.52
C. 119.53
D. 129.53

18. .56 + .065 =

A. .121
B. .625
C. .635
D. 1.21

Notes

Duty: Decimal Fractions

Task: M-21 Add Decimals

Practice:

19. What is more than 6.54?

    A. 7.54
    B. 6.64
    C. 6.55
    D. 6.54

20. 3 + 1.4 =

    A. 4.4
    B. 1.7
    C. 7.0
    D. 4.2

21. $\begin{array}{r} 1.0 \\ .8 \\ \underline{+\ .1} \end{array}$

    A. 1.9
    B. 1.8
    C. 2.9
    D. 1.081

22. $\begin{array}{r} 7.80 \\ \underline{+\ 1.22} \end{array}$

    A. 8.102
    B. 8.02
    C. 9.02
    D. 9.62

23. $\begin{array}{r} 3.89 \\ 4.00 \\ \underline{+\ 5.12} \end{array}$

    A. 12.101
    B. 12.01
    C. 13.01
    D. 12.91

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

Practice:

24. .63 + .261 =

A. .324
B. .891
C. 3.24
D. 8.91

25. .1 + .9 =

A. 0.10
B. 1.1
C. 1.0
D. 10.1

26. 3.8
+ 5.45

A. 8.125
B. 8.25
C. 9.25
D. 16.25

27. .003 + 7.2 =

A. .723
B. 7.302
C. 7.230
D. 7.203

28. 1.92
7.3
+ .07

A. 8.129
B. 9.79
C. 10.79
D. 9.29

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

Practice:	Notes
29. .734 + 4.1 + 77 = A. 82.804 B. 81.834 C. 125.32 D. 81.1734 30. $\begin{array}{r} .407 \\ \underline{+ .704} \end{array}$ A. 1.101 B. 1.011 C. 1.111 D. 1.201 31. $\begin{array}{r} .3 \\ .41 \\ 5.002 \\ \underline{+ 11.938} \end{array}$ A. 17.550 B. 17.650 C. 17.750 D. 16.1650 32. 2.45 + .7 + .53 = A. 3.68 B. 3.203 C. 2.98 D. 4.93	

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

Practice:

33.
$$\begin{array}{r} .963 \\ .852 \\ +\ .741 \\ \hline \end{array}$$

A. .2556
B. 2.566
C. 2.557
D. 2.556

34. $17.99 + $.53 + $82 =

A. $ 71.81
B. $100.52
C. $152.99
D. $193.40

35. $21 + $1.05 =

A. $ 1.26
B. $21.26
C. $22.26
D. $22.05

36. What is the sum of the following numbers?

$$\boxed{4.3 + 1.5 + 2 + 10.09}$$

A. 17.89
B. 18.09
C. 16.09
D. 8.809

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-21 Add Decimals

Practice

37. $\begin{array}{r} 36.23 \\ \underline{+\ 107.54} \end{array}$

A. 147.37
B. 150.07
C. 133.77
D. 143.77

38. .42 + .053 =

A. .475
B. .470
C. .473
D. .4073

39. What number is equal to .1 more than 5.01?

A. 6.01
B. 5.11
C. 5.02
D. 6.10

40. 4 + 5.6 =

A. 9.6
B. 8.6
C. 6.0
D. 22.4

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Pre-Test

1. $\begin{array}{r} 7.853 \\ \underline{-\ 2.461} \end{array}$

   A. 5.411
   B. 5.492
   C. 4.392
   D. 5.392

2. 51.45 - 9.7 =

   A . 41.75
   B. 42.75
   C. 43.05
   D. 50.48

3. Find the difference between .8 and .627.

   A. .273
   B. .227
   C. .173
   D. .127

Notes

Answers:

1. D
2. A
3. C

LEARNING MODULE

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

What: (Performance Objective)	**Notes**
You will subtract decimals.	
When: (Criteria)	
You will be able to subtract decimals correctly when you can answer 2 of the 3 questions on the post-test correctly.	
Why:	
It is important to be able to subtract decimals to avoid errors when adjusting guest checks and performing other customer service activities.	

LEARNING MODULE

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Instruction:

1. Take the pre-test.
2. Read the performance objective page.
3. Participate in the discussion by led your instructor.
4. Do the practice exercise.
5. Pass the post-test.

Notes

1. Give the pre-test.
2. Have class/person read the performance objective page.
3. Provide for a discussion on subtracting decimals.
4. Allow students to complete the practice exercises.
5. Correct practice exercises with student.
6. If possible, give additional problems for examples of the performance task to which this module is attached.
7. Give the post-test.
8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Practice:

Complete the practice exercise.

DIRECTIONS: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you subtract decimals.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1.
$$\begin{array}{r} 8.5 \\ -\ 4.6 \\ \hline \end{array}$$

A. 4.9
B. 4.1
C. 3.9
D. 3.8

2.
$$\begin{array}{r} 7.853 \\ -\ 2.461 \\ \hline \end{array}$$

A. 5.411
B. 5.492
C. 4.392
D. 5.392

3. 1.2 - .7 =

A. 1.5
B. .05
C. .5
D. 5

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. C
2. D
3. C
4. B
5. A
6. A
7. D
8. A
9. D
10. C
11. B
12. B
13. A
14. D
15. D
16. B
17. C
18. B
19. C
20. A
21. B
22. B
23. C
24. D
25. A
26. C
27. D
28. A
29. C
30. B
31. C
32. D
33. D
34. B
35. A
36. B
37. A
38. A
39. C
40. D

LEARNING MODULE

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Practice:

4. 6.03 - .58 =

A. .23
B. 5.45
C. 5.55
D. 6.55

5. Find the difference between 8.00 and 7.53.

A. .47
B. .53
C. 1.47
D. 1.53

6. 51.45 - 9.7 =

A. 41.75
B. 42.75
C. 43.05
D. 50.48

7. $\begin{array}{r} 7.10 \\ \underline{-\ 4.56} \end{array}$

A. 4.54
B. 3.64
C. 3.46
D. 2.54

8. 7.2 - 3.84 =

A. 3.36
B. 3.12
C. 3.44
D. 4.44

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Practice:

Notes

9.
$$\begin{array}{r} 47.803 \\ \underline{-\ 28.917} \end{array}$$

- A. 28.886
- B. 18.996
- C. 18.896
- D. 18.886

10. $10 - $2.74 =

- A. $8.26
- B. $7.38
- C. $7.26
- D. $2.64

11.
$$\begin{array}{r} 4.2 \\ \underline{-\ 2.97} \end{array}$$

- A. 2.23
- B. 1.23
- C. 2.37
- D. 1.37

12. 9.3 - .75 =

- A. 1.8
- B. 8.55
- C. 8.65
- D. 18

13. 16.2 - 4.8 =

- A. 11.4
- B. 12.4
- C. 12.6
- D. 21.0

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Practice:

Notes

14. $\begin{array}{r} 3.894 \\ \underline{-\ 1.286} \end{array}$

    A. 1.592
    B. 1.612
    C. 2.518
    D. 2.608

15. Subtract .35 from .5.

    A. .85
    B. .40
    C. .30
    D. .15

16. $57 - $2.34 =

    A. $ 1.77
    B. $54.66
    C. $54.76
    D. $55.34

17. Find the difference between .8 and .627.

    A. .273
    B. .227
    C. .173
    D. .127

18. 6 - .57 =

    A. .51
    B. 5.43
    C. 5.57
    D. 6.57

LEARNING MODULE

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Practice:

19. Subtract 0.7825 from 1.

A. .7824
B. .2185
C. .2175
D. 1.2175

20. Which of these numbers is .03 less than 6.548?

A. 6.518
B. 6.545
C. 6.551
D. 6.578

21.
$$\begin{array}{r} 6.7 \\ \underline{-\ 2.4} \end{array}$$

A. 3.3
B. 4.3
C. 9.1
D. 12.3

22.
$$\begin{array}{r} 7.1 \\ \underline{-\ 6.9} \end{array}$$

A. .02
B. 0.2
C. 1.8
D. 1.2

23. 8.5 - .3 =

A. 5.5
B. 7.2
C. 8.2
D. 8.3

Notes

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Practice:

24. 12.01 - 9.82 =

    A. 3.09
    B. 3.19
    C. 2.09
    D. 2.19

25. What is the difference between 7.00 and 5.88?

    A. 1.12
    B. 2.12
    C. 1.88
    D. 2.88

26. 62.48 - 3.48 =

    A. 65.96
    B. 58.00
    C. 59.00
    D. 69.00

27. $\begin{array}{r} 14.20 \\ \underline{-\ 5.30} \end{array}$

    A. 8.10
    B. 9.10
    C. 9.90
    D. 8.90

28. 8 - 3.24 =

    A. 4.76
    B. 5.24
    C. 3.16
    D. 2.44

Notes

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Practice:

29. 61.693
 - 3.962

A. 58.331
B. 58.731
C. 57.731
D. 62.331

30. $11 - $7.85 =

A. $4.85
B. $3.15
C. $4.15
D. $6.74

31. 3.3
 - 2.21

A. .99
B. .91
C. 1.09
D. 1.11

32. 13.4 - .125 =

A. 12.275
B. 12.225
C. 13.325
D. 13.275

Notes

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Practice:

Notes

33. 27.0 - .0037 =

A. 27.0037
B. 26.0037
C. 26.0963
D. 26.9963

34. $\begin{array}{r} 5.832 \\ \underline{-\ 4.002} \end{array}$

A. 1.832
B. 1.830
C. 1.834
D. 9.834

35. Subtract .730 from .88.

A. .15
B. .642
C. .050
D. 1.50

36. \$100 - \$.99 =

A. \$ .01
B. \$99.01
C. \$ 1.00
D. \$99.99

LEARNING MODULE

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Practice

Notes

37. Find the difference between 4.14 and 10.006.

    A. 5.866
    B. 5.92
    C. 9.92
    D. 4.866

38. 3 - .69 =

    A. 2.31
    B. 2.69
    C. 2.41
    D. 3.41

39. Subtract .0234 from 1.

    A. 1.9766
    B. 1.0234
    C. .9766
    D. .0233

40. Which of the numbers is equal to .01 less than 2.222?

    A. 2.122
    B. 2.221
    C. 1.222
    D. 2.212

LEARNING MODULE

Duty: Decimal Fractions

Task: M-22 Subtract Decimals

Post-Test

1. 7.853
   - 2.461

   A. 5.411
   B. 5.492
   C. 4.392
   D. 5.392

2. 51.45 - 9.7 =

   A. 41.75
   B. 42.75
   C. 43.05
   D. 50.48

3. Find the difference between .8 and .627.

   A. .237
   B. .227
   C. .173
   D. .127

Notes

Answers:

1. D
2. A
3. C

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Pre-Test

1. 8.2
   x 7

   A. 5.74
   B. 55.4
   C. 57.4
   D. 574

2. .7 x 1.4 =

   A. .081
   B. .98
   C. 81
   D. 98

3. Find the product of .86 and .47.

   A. 4022
   B. .4042
   C. 40.22
   D. 40.42

Notes

Answers:

1. C
2. B
3. B

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

What: (Performance Objective)

You will multiply decimals.

When: (Criteria)

You will be able to multiply decimals correctly when you can answer 2 of the 3 questions on the post-test correctly.

Why:

It is important to be able to multiply decimals to avoid errors when multiplying the number of the same orders on a guest check by the cost and performing other customer service activities.

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Instruction:	Notes
1. Take the pre-test. 2. Read the performance objective page. 3. Take part in the discussion led by your instructor. 4. Do the practice exercise. 5. Pass the post-test.	1. Give the pre-test. 2. Have class/person read the performance objective page. 3. Provide for a discussion on multiplying decimals. 4. Allow students to complete the practice exercises. 5. Correct practice exercises with student. 6. If possible, give additional problems for examples of the performance task to which this module is attached. 7. Give the post-test. 8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Practice:

Complete the practice exercise.

DIRECTIONS: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you multiply decimals.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. .6 x .8 =

A. .14
B. .48
C. 1.4
D. 6.4

2. 8.2
x 7

A. 5.74
B. 55.4
C. 57.4
D. 574

3. .7 x 1.4 =

A. .081
B. .98
C. 81
D. 98

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. B
2. C
3. B
4. B
5. C
6. C
7. D
8. C
9. A
10. D
11. B
12. A
13. C
14. B
15. D
16. A
17. D
18. A
19. A
20. D
21. A
22. A
23. B
24. C
25. A
26. D
27. D
28. B
29. D
30. B
31. C
32. C
33. B
34. A
35. D
36. C
37. A
38. B
39. D
40. C

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Practice:

4. 1.3 x .52 =

A. .0676
B. .676
C. .776
D. 67.6

5. 72
x .38

A. .2736
B. .2838
C. 27.36
D. 28.36

6. 52.5
x .33

A. .17325
B. 1.7325
C. 17.325
D. 173.25

7. 4.693
x . 07

A. 328.51
B. 32.851
C. 3.2851
D. .32851

8. 16.34
x 27

A. 4.41
B. 114.38
C. 441.18
D. 4411.80

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Practice:	**Notes**
9. 0.52 x 1,000 = A. 520 B. 5,200 C. 520,000 D. 5.2 10. 2.12 x 3.6 A. 7.732 B. 6.642 C. 6.632 D. 7.632 11. 73.6 x .001 = A. .00736 B. .0736 C. .736 D. .73 12. .0073 x .009 A. .0000657 B. .000657 C. .00657 D. .0657 13. .0017 x 40 = A. .0078 B. .078 C. .068 D. .0068	

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Practice:

14. Find the product of .86 and .47.

A. 4022
B. .4042
C. 40.22
D. 40.42

15. Multiply 4.2 by 8.37 and round to the nearest 1.

A. 350
B. 35.154
C. 33
D. 35

16. Round to the nearest cent: $14.05 x 6.7

A. $ 94.14
B. $ 94.13
C. $104.14
D. $941.35

17. 4.2 x .07 x 1.6 =

A. 4.704
B. .1764
C. .294
D. .4704

18. Multiply 8.3 by 19.4 and round to the nearest tenth.

A. 161.0
B. 161.02
C. 161.1
D. 161.2

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Practice:	Notes

19. $\begin{array}{r} 3.268 \\ \underline{\times\ \ .7} \end{array}$

A. 2.2876
B. 22.376
C. 22.866
D. 22.876

20. .3 x .4 x .6 =

A. 1.2
B. .72
C. .018
D. .072

21. .7 x .9 =

A. .63
B. 6.3
C. 1.6
D. .72

22. $\begin{array}{r} 1.1 \\ \underline{\times .7} \end{array}$

A. .77
B. 7.7
C. 1.4
D. 1.8

23. 1.4 x .2 =

A. 2.8
B. .28
C. 1.6
D. 1.8

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Practice:

24. 1.2 x .53 =

A. .096
B. 6.36
C. .636
D. 1.73

25.

$$\begin{array}{r} 54 \\ \underline{\times\ .42} \end{array}$$

A. 22.68
B. 32.40
C. .2268
D. 96.00

26.

$$\begin{array}{r} 46.3 \\ \underline{\times\ .40} \end{array}$$

A. 45.9
B. 50.3
C. 185.20
D. 18.52

27.

$$\begin{array}{r} 115.708 \\ \underline{\times\ \ \ .01} \end{array}$$

A. 115.708
B. 1.15709
C. 11.5708
D. 1.15708

28.

$$\begin{array}{r} \$10.16 \\ \underline{\times\ \ \ \ 4} \end{array}$$

A. $4.64
B. $40.64
C. $42.64
D. $50.64

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Practice:

29. 0.05 x 1,000 =

A. 5
B. 500
C. .5
D. 50

30.

$$\begin{array}{r} 50.16 \\ \underline{\times\ 4.4} \end{array}$$

A. 225.104
B. 220.704
C. 2251.04
D. 2207.04

31. 67.2 x .001 =

A. 6.72
B. .672
C. .0672
D. .00672

32.

$$\begin{array}{r} .0051 \\ \underline{\times\ .03} \end{array}$$

A. .00153
B. .00453
C. .000153
D. .000453

Notes

LEARNING MODULE

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Practice:

33. .00064 x 1,000 =

A. .0064
B. .64
C. 64
D. 64,000

34. Find the product of .61 and .49.

A. .2989
B. .3079
C. 29.89
D. 30.79

35. Multiply 5.1 by 8.3 and round off to the nearest one.

A. 4
B. 423
C. 40
D. 42

36. 1.7 x .9 x 2.2 =

A. 1.53
B. 3.564
C. 3.366
D. 33.66

Notes

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Practice

37. Multiply 56.2 by .3 and round to the nearest tenth.

A. 16.9
B. 17.0
C. 16.86
D. 168.6

38. Multiply 11.16 x 7 and round to the nearest ten.

A. 10
B. 80
C. 90
D. 780

39. 18.045
x .2

A. .3607
B. 3.607
C. .3609
D. 3.609

40. .2 x .5 x .8 =

A. .056
B. .090
C. .08
D. .8

Notes

Duty: Decimal Fractions

Task: M-23 Multiply Decimals

Post-Test

1. 8.2
   x 7

   A. 5.74
   B. 55.4
   C. 57.4
   D. 574

2. .7 x 1.4 =

   A. .081
   B. .98
   C. 81
   D. 98

3. Find the product of .86 and .47.

   A. 4022
   C. .4042
   B. 40.22
   D. 40.42

Notes

Answers:

1. C
2. B
3. B

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Pre-Test

1. 10% =

A. .1
B. .01
C. .05
D. .2

2. What is 3/5 as a percent?

A. 35%
B. 60%
C. 6%
D. 166 2/3%

3. 1.5 is the same as:

A. 15%
B. 105%
C. 150%
D. 1 1/2%

Notes

Answers:

1. A

2. B

3. C

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

What: (Performance Objective)	Notes
You will read and write percents. **When: (Criteria)** You will be able to read and write percents correctly when you can answer 2 of the 3 questions on the post-test correctly. **Why:** It is important to be able to read and write percents to avoid errors when dealing with guest checks and performing other customer service activities.	

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Instruction:

1. Take the pre-test.
2. Read the performance objective page.
3. Participate in the discussion led by your instructor.
4. Do the practice exercise.
5. Pass the post-test.

Notes

1. Give the pre-test.
2. Have class/person read the performance objective page.
3. Provide for a discussion on reading and writing percents.
4. Allow students to complete the practice exercises.
5. Correct practice exercises with student.
6. If possible, give additional problems for examples of the performance task to which this module is attached.
7. Give the post-test.
8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Practice:

Complete the practice exercise.

READ AND WRITE PERCENTS

Directions: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you read and write percents.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. 10% =

   A. .1
   B. .01
   C. .05
   D. .2

2. What is 3/5 as a percent?

   A. 35%
   B. 60%
   C. 6%
   D. 166 2/3%

3. 3/4 is the same as what percent?

   A. 34%
   B. 7.5%
   C. 75%
   D. 133%

4. .18 is not the same as

   A. 18/100
   B. 9/50
   C. 8 hundreds
   D. 3/12

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. A
2. B
3. C
4. D
5. D
6. B
7. C
8. C
9. A
10. A
11. D
12. C
13. D
14. A
15. D
16. B
17. D
18. B
19. B
20. A
21. A
22. C
23. B
24. C
25. D
26. D
27. A
28. A
29. D
30. C
31. C
32. C
33. B
34. A
35. D
36. D
37. B
38. A
39. B
40. C

LEARNING MODULE

Duty: Percents

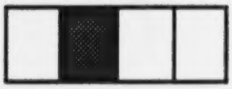
Task: M-30 Read and Write Percents

Practice:

5. 80% =

A. 5/6 B. 3/4 C. 5/10 D. 4/5

6. What fraction and what percent of the figure has been shaded?



A. 1/4 = 40% C. 2/5 = 25%

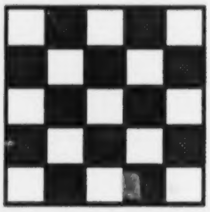
B. 1/4 = 25% D. 1/3 = 33 1/3%

7. 56% =

A. 29/50 B. 7/25 C. 14/25 D. 14/50

8. What percent of the figure is shaded?

A. 12 B. 25 C. 48 D. 52



9. Write 93% as a decimal.

A. .93 B. .093 C. 9.3 D. .93%

Notes

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Practice:	**Notes**

10. Change 7/12 to a %.

A. 58 1/3%
B. 59 5/12%
C. 17 1/7%
D. 61 2/3%

11. What is the decimal and reduced fraction for 68%?

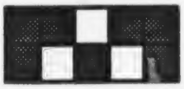
A. .068, 17/25
B. .068, 68/100
C. .68, 68/100
D. .68, 17/25

12. 1.5 is the same as

A. 15%
B. 105%
C. 150%
D. 1 1/2%

13. Which of the following is not the same as the shaded figure?

A. 70%
B. .7
C. 7 tenths
D. 7%



14. How would you write 8.5% as a decimal?

A. .085
B. .0085
C. .85
D. 8.5

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Practice:	**Notes**
15. Which numeral below is nearest in value to 78%? A. 2/3 B. 7/8 C. 7/10 D. 8/10 16. What is 83 1/3% as a reduced fraction? A. 250/3 B. 5/6 C. 2/3 D. 7/8 17. Write 4.65 as a percent. A. .465% B. 4.65% C. 46.5% D. 465% 18. What is 7 1/2% as a decimal?? A. 7.5 B. .075 C. .750 D. 7 1/2 19. Which of the following is the same as 137 1/2%? A. .1375 B. 1 3/8 C. 13.75 D. 137.5 20. Which numeral below is not equivalent to 1/4? A. .14 B. .25 C. 25% D. 3/12	

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Practice:

21. 5% =

    A. .05
    B. .5
    C. .1
    D. .005

22. What is 2/5 as a decimal?

    A. .2
    B. .25
    C. .4
    D. .6

23. 1/4 is the same as what percent?

    A. 75%
    B. 25%
    C. 40%
    D. 14%

24. .23 is not the same as

    A. 23%
    B. 23/100
    C. 23/1000
    D. twenty three hundredths

Notes

Duty: Percents

Task: M-30 Read and Write Percents

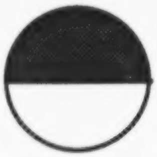
Practice:

25. 125% written as a fraction is

A. 1.25
B. 1 1/25
C. 1 4/25
D. 1 1/4

26. What percent of the figure has been shaded?

A. 20%
B. 200%
C. 25%
D. 50%



27. 62% =

A. 31/50
B. 62/1000
C. 1 1/3
D. 26/50

Notes

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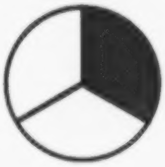
LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Practice:

28. What percent of the figure is shaded? Round your answer to the nearest ten percent.



- A. 30%
- B. 40%
- C. 50%
- D. 60%

29. Write 99% as a decimal.

- A. .9
- B. 9.9
- C. 99.
- D. .99

30. Change 13/15 to a percent.

- A. 11 7/13%
- B. 80 2/3%
- C. 86 2/3 %
- D. 115 5/13%

Notes

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Practice:

Notes

31. What is the reduced fraction for 70%?

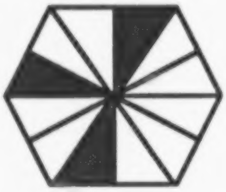
A. 1/7
B. 7/100
C. 7/10
D. 70/10

32. 3.4 is the same as:

A. 300 2/4%
B. 3 2/5%
C. 340%
D. 34.0%

33. How much of the figure has been shaded?

A. .3
B. 25%
C. 3.0
D. 30%



LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Practice:

Notes

34. How would you write 141.3% as a decimal?

A. 1.413
B. 14.130
C. 141.30
D. .1413

35. Which fraction below is nearest in value to 35%?

A. 1/2
B. 1/4
C. 4/10
D. 1/3

36. What is 333 1/3% as a reduced fraction?

A. 333 1/3
B. 300 1/3
C. 3/10
D. 3 1/3

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Practice:

Notes

37. Write .425 as a percent.

- A. 4.25%
- B. 42.5%
- C. 425%
- D. .425%

38. What is 19 1/4% as a decimal?

- A. .1925
- B. 19.40
- C. 19.25
- D. 19.025

39. Which of the following is the same as 166 2/3%?

- A. 4/3
- B. 1 2/3
- C. 16 2/3
- D. .16623

40. Which of the following numerals is not equal to 4/25?

- A. .16
- B. sixteen hundredths
- C. .425
- D. 16%

LEARNING MODULE

Duty: Percents

Task: M-30 Read and Write Percents

Post-Test	Notes
1. 10% = A. .1 B. .01 C. .05 D. .2	Answers: 1. A 2. B 3. C
2. What is 3/5 as a percent? A. 35% B. 60% C. 6% D. 166 2/3%	
3. 1.5 is the same as: A. 15% B. 105% C. 150% D. 1 1/2%	

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Pre-Test

1. 4% of $100.00 =

   A. $.004
   B. $.04
   C. $.40
   D. $4.00

2. $.09 of 5% of what amount?

   A. $1.80
   B. $ .18
   C. $4.50
   D. $ .45

3. John has lunch at a restaurant. His bill totals $4.25. He wants to leave about 15% of that amount as a tip. How much money should he leave for the tip?

   A. $ .30
   B. $2.80
   C. $1.00
   D. $ .65

Notes

Answers:

1. D
2. A
3. D

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

What: (Performance Objective)

You will compute discounts, markup, tax, commission, interest.

When: (Criteria)

You will be able to compute discounts, markup, tax, commission, and interest correctly when you can answer 2 of the 3 questions on the post-test correctly.

Why:

It is important to be able to compute discounts, markup, tax, commission, and interest correctly to avoid errors when adding a guest check, computing your earninngs and performing other customer service activities.

Notes

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Instruction:

1. Take the pre-test.
2. Read the performance objective page.
3. Listen to the discussion by your instructor.
4. Do the practice exercise.
5. Pass the post-test.

Notes

1. Give the pre-test.
2. Have class/person read the performance objective page.
3. Provide for a discussion on computing discounts, markup, tax, commission, and interest.
4. Allow students to complete the practice exercises.
5. Correct practice exercises with student.
6. If possible, give additional problems for examples of the performance task to which this module is attached.
7. Give the post-test.
8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Practice:

Complete the practice exercise.

DIRECTIONS: If you need scrap paper, ask your instructor for a blank piece of paper.

The purpose of this practice is to help you compute discounts, markup, tax, commission, and interest.

Read each question. Then read all four of the choices listed. Select the ONE choice which best answers the question or completes the sentence. Mark this choice on the answer sheet provided by your instructor.

1. 4% of $100.00 =

   A. $ .004
   B. $ .04
   C. $ .40
   D. $4.00

2. What is 85% of $600?

   A. $501
   B. $510
   C. $5,100
   D. $51,000

3. 5% of $6.00 =

   A. $ .03
   B. $ .30
   C. $3.00
   D. 3.30

Notes

Provide paper for answers and computing.

Answers to practice exercise.

1. D
2. B
3. B
4. D
5. B
6. A
7. D
8. C
9. C
10. D
11. D
12. A
13. D
14. B
15. C
16. C
17. A
18. B
19. A
20. C
21. C
22. A
23. A
24. C
25. A
26. A
27. B
28. A
29. C
30. D

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Practice:	Notes
4. Find .1% of $2,000? A. $.20 B. $200 C. $ 20 D. $ 2 5. What is 4 1/2% of $20.00? A. $ .85 B. $ .90 C. $8.50 D. $9.00 6. What is 33 1/3% of $48.? A. $16 B. $18 C. $20 D. $24 7. Find 45% of $83.75 to the nearest cent. A. $ 3.77 B. $37.6875 C. $38.00 D. $37.69 8. What is 1/2% of $83.75 to the nearest cent? A. $2500 B. $ 250 C. $ 25 D. $2.50	

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Practice:

9. $360 less 25% is what amount?

   A. $ 90
   B. $240
   C. $270
   D. $335

10. How much is $54.70 increased by 8% to the nearest cent?

    A. $59.80
    B. $98.46
    C. $43.76
    D. $59.08

11. What is 100% of $275?

    A. $ .275
    B. $2.75
    C. $27.50
    D. $275

12. 2% of $100 =

    A. $ .02
    B. $ .2
    C. $ .002
    D. $2.0

13. 50% of $100 =

    A. $ .005
    B. $ .05
    C. $ 5.00
    D. $50.00

Notes

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Practice:	**Notes**
14. 75% of $200 = A. $ 75 B. $150 C. $ 15 D. $ .75 15. 5% of $9.00 = A. $5.00 B. $ .50 C. $ .45 D. $ .05 16. What is 5 1/2% of $50? A. $ 5.50 B. $10.10 C. $ 2.75 D. $27.50 17. Find 45% of $45.50 to the nearest cent. A. 20.48 B. 20.40 C. 20.00 D. 22.75 18. $100.00 increased by 8% is A. $100.80 B. $108.80 C. $100.08 D. $180.00	

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Practice:

19. If a $3.60 item sells for $2.80, what is the percent decrease?

    A. 22 2/9%
    B. 28 4/7%
    C. 77 7/9%
    D. 128 4/7%

20. To the nearest percent, $50 is what % of $475?

    A. 5%
    B. 9%
    C. 11%
    D. 15%

21. $50 is 10% of what amount?

    A. $ 5.00
    B. $ 20.00
    C. $500.00
    D. $550.00

22. $.09 is 5% of what amount?

    A. $1.80
    B. $ .18
    C. $4.50
    D. $ .45

23. $7,680 is 12.8% of what number?

    A. $60,000.
    B. $ 9,830.40
    C. $ 6,000.
    D. $98,304

Notes

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Practice:	**Notes**
24. $471.24 is 15.4% of what number? A. $ 206 B. $ 725.71 C. $3,060 D. $7,257.10 25. $74 is 10% of what number? A. $740 B. $74 C. $7.40 D. $.74 26. $71 is 25% of what amount? A. $284 B. $17.75 C. $28.40 D. $177.50 27. $1.86 is 6% of what amount? A. $ 3.10 B. $31.00 C. $36.00 D. $ .32	

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Practice:

28. Find the total cost of a dinner costing $12.99, if the sales tax is 6%.

    A. $13.77
    B. $12.21
    C. $20.78
    D. $13.76

29. Jenny Wu and her family are eating dinner at a restaurant. The total bill for the dinner comes to $28.86. If Jenny wants to give the waiter a 15% tip, how much money would she leave for a tip?

    A. $2.89
    B. $3.45
    C. $4.33
    D. $ .42

30. Margie has lunch at thea Drop-In Cafe. Her bill totals $4.25. She wants to leave about 15% of that amount as a tip. How much money should she leave for the tip?

    A. $ .30
    B. $2.80
    C. $1.00
    D. $ .64

Notes

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Post-Test

1. 4% of 100 =

   A. .004
   B. .04
   C. .40
   D. 4.0

2. $.09 is 5% of what amount?

   A. $1.80
   B. $ .18
   C. $4.50
   D. $ .45

3. John has lunch at a restaurant. His bill totals $4.25. He wants to leave about 15% of that amount as a tip. How much money should he leave for the tip?

   A. $ .30
   C. $2.80
   B. $1.00
   D. $ .64

Notes

Answers:

1. D
2. A
3. D

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Pre-Test

1. Subtract 127 from 512.

   A. 385
   B. 639
   C. 295
   D. none of the above

2. Multiply 18 times 19 times 4.

   A. 342
   B. 1,368
   C. 85.5
   D. none of the above

3. $887\sqrt{17,740} =$

   A. 16,853
   B. 0.05
   C. 20
   D. none of the above

Notes

Answers:

1. A
2. B
3. C

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

What: (Performance Objective)

You will use calculator operations.

When: (Criteria)

You will be able to use calculator operations when you can use a calculator to answer 2 of the 3 questions on the post-test correctly.

Why:

It is important to be able to use calculator operations to solve problems more quickly and accurately.

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Instruction:

1. Take the pre-test.
2. Read the performance objective page.
3. Participate in the discussion led by your instructor.
4. Do the practice exercise.
5. Pass the post test.

Notes

1. Give the pre-test.
2. Have class/person read the performance objective page.
3. Provide for a discussion on using calculator operations.
4. Allow students to complete the practice exercises.
5. Correct practice exercises with student.
6. If possible, give additional problems for examples of the performance task to which this module is attached.
7. Give the post-test.
8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

Complete the practice exercise.

DIRECTIONS: The purpose of this practice is to help you use an electronic calculator.

Use a calculator to find the answers to the following problems. When the correct answer does not appear in A, B, or C, choose "D. none of the above."

For each problem mark your choice on the answer sheet provided by your instructor.

Use the calculator to work each problem. YOU WILL NOT BE GIVEN SCRAP PAPER FOR THIS TEST.

1. Add 2 plus 9 plus 3.

   A. 4
   B. 10
   C. 15
   D. none of the above

2. Subtract 127 from 512.

   A. 385
   B. 639
   C. 295
   D. none of the above

3. Multiply 18 times 19 times 4.

   A. 342
   B. 1,368
   C. 85.5
   D. none of the above

4. Divide 1,345 by 269.

   A. 1,076
   B. 20
   C. 5
   D. none of the above

Notes

Provide paper for answers and a calculator.

Answers to practice exercise.

1. D
2. A
3. B
4. C
5. A
6. A
7. D
8. C
9. A
10. B
11. C
12. A
13. D
14. B
15. C
16. B
17. C
18. B
19. D
20. B
21. D
22. B
23. A
24. C
25. A
26. D
27. C
28. D
29. A
30. B
31. D
32. C
33. D
34. B
35. C
36. B
37. D
38. C
39. A
40. B

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

5. Add the following numbers.

$$\begin{array}{r} 1,118 \\ 47 \\ 1,547 \\ 652 \\ \underline{+\qquad 6} \end{array}$$

A. 3,370
B. 3,364
C. 707.665
D. none of the above

6. What is the difference between 78,344 and 93,257?

A. 14,913
B. 14,824
C. 5,913
D. none of the above

7. 444 x 9,367 =

A. 4,158,938
B. 9,811
C. 4,162,944
D. none of the above

8. $887\,\overline{)\,17,740}$ =

A. 16,853
B. 0.05
C. 20
D. none of the above

9. 9 + 382 - 24 =

A. 367
B. 397
C. 349
D. none of the above

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

10. 16,542 - 8,875 - 411 =

    A. 8,078
    B. 7,256
    C. 25,006
    D. none of the above

11. 120,000 multiplied by 43 =

    A. 4,290,000
    B. 516,000
    C. 5,160,000
    D. none of the above

12. 10,000 divided by .004 equals

    A. 2,500,000
    B. 250,000
    C. 400,000
    D. none of the above

13. Add 10,427.2 plus 1,200 plus 1,200.

    A. 533.6272
    B. 10,949.2
    C. 9,749.2
    D. none of the above

14. 1,299 - 4.5 - 322 =

    A. 1,625.5
    B. 972.5
    C. 932
    D. none of the above

15. Multiply 1,509 by 277.

    A. 4,155
    B. 415,550
    C. 417,933
    D. none of the above

Notes

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

16. 41,472 ÷ 144 =

    A. 306.75
    B. 288
    C. 41,328
    D. none of the above

17. 89,456,123 - 23,654,987 + 32,795,681 - 31,642,987 =

    A. 43,298,843
    B. 64,648,442
    C. 66,953,830
    D. none of the above

18. 1,476,320 x 7.25 ÷ 0.4 =

    A. 25,643,200
    B. 26,758,300
    C. 8,145,312.7
    D. none of the above

19. Add the following numbers.

$$\begin{array}{rr} & .10 \\ & 12.79 \\ & 4.53 \\ & .79 \\ & 3.99 \\ & 1.29 \\ + & 2.63 \\ \hline \end{array}$$

    A. 26.02
    B. 25.02
    C. 21.49
    D. none of the above

20. $22{,}192 \overline{\smash{)}\,16{,}748{,}264}$

    A. .754698
    B. 754.698
    C. 87230.54
    D. 761.28

Notes

LEARNING MODULE

Duty: Percents

Task: M-36 Compute Discounts, Markup, Tax, Commission, Interest

Post-Test

1. 4% of 100 =

   A. .004
   B. .04
   C. .40
   D. 4.0

2. \$.09 is 5% of what amount?

   A. \$1.80
   B. \$ .18
   C. \$4.50
   D. \$ .45

3. John has lunch at a restaurant. His bill totals \$4.25. He wants to leave about 15% of that amount as a tip. How much money should he leave for the tip?

   A. \$ .30
   C. \$2.80
   B. \$1.00
   D. \$ .64

Notes

Answers:

1. D
2. A
3. D

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Pre-Test

1. Subtract 127 from 512.

   A. 385
   B. 639
   C. 295
   D. none of the above

2. Multiply 18 times 19 times 4.

   A. 342
   B. 1,368
   C. 85.5
   D. none of the above

3. $887\sqrt{17,740} =$

   A. 16,853
   B. 0.05
   C. 20
   D. none of the above

Notes

Answers:

1. A
2. B
3. C

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

What: (Performance Objective)

You will use calculator operations.

Notes

When: (Criteria)

You will be able to use calculator operations when you can use a calculator to answer 2 of the 3 questions on the post-test correctly.

Why:

It is important to be able to use calculator operations to solve problems more quickly and accurately.

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Instruction:	Notes
1. Take the pre-test. 2. Read the performance objective page. 3. Participate in the discussion led by your instructor. 4. Do the practice exercise. 5. Pass the post test.	1. Give the pre-test. 2. Have class/person read the performance objective page. 3. Provide for a discussion on using calculator operations. 4. Allow students to complete the practice exercises. 5. Correct practice exercises with student. 6. If possible, give additional problems for examples of the performance task to which this module is attached. 7. Give the post-test. 8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

Complete the practice exercise.

DIRECTIONS: The purpose of this practice is to help you use an electronic calculator.

Use a calculator to find the answers to the following problems. When the correct answer does not appear in A, B, or C, choose "D. none of the above."

For each problem mark your choice on the answer sheet provided by your instructor.

Use the calculator to work each problem. YOU WILL NOT BE GIVEN SCRAP PAPER FOR THIS TEST.

1. Add 2 plus 9 plus 3.

   A. 4
   B. 10
   C. 15
   D. none of the above

2. Subtract 127 from 512.

   A. 385
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   C. 295
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   C. 85.5
   D. none of the above

4. Divide 1,345 by 269.

   A. 1,076
   B. 20
   C. 5
   D. none of the above

Notes

Provide paper for answers and a calculator.

Answers to practice exercise.

1. D
2. A
3. B
4. C
5. A
6. A
7. D
8. C
9. A
10. B
11. C
12. A
13. D
14. B
15. C
16. B
17. C
18. B
19. D
20. B
21. D
22. B
23. A
24. C
25. A
26. D
27. C
28. D
29. A
30. B
31. D
32. C
33. D
34. B
35. C
36. B
37. D
38. C
39. A
40. B

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

5. Add the following numbers.

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B. 9,811
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8. $887\overline{)17{,}740} =$

A. 16,853
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D. none of the above

9. 9 + 382 - 24

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Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

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    B. 516,000
    C. 5,160,000
    D. none of the above

12. 10,000 divided by .004 equals

    A. 2,500,000
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    C. 400,000
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    A. 533.6272
    B. 10,949.2
    C. 9,749.2
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    A. 1,625.5
    B. 972.5
    C. 932
    D. none of the above

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    B. 415,550
    C. 417,933
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LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

16. 41,472 ÷ 144 =

    A. 306.75
    B. 288
    C. 41,328
    D. none of the above

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    B. 64,648,442
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    A. 25,643,200
    B. 26,758,300
    C. 8,145,312.7
    D. none of the above

19. Add the following numbers.

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    A. 26.02
    B. 25.02
    C. 21.49
    D. none of the above

20. $22{,}192\,\overline{)\,16{,}748{,}264}$

    A. .754698
    B. 754.698
    C. 87230.54
    D. 761.28

Notes

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

Notes

21. Add 3 plus 11 plus 4.

    A. 10
    B. 20
    C. 3,114
    D. none of the above

22. Subtract 238 from 652.

    A. 890
    B. 414
    C. 238
    D. none of the above

23. Multiply 24 times 41 times 2.

    A. 1,968
    B. 986
    C. 67
    D. none of the above

24. Divide 17,775 by 711

    A. 0.025
    B. 250.35
    C. 25
    D. none of the above

25. Add the following numbers.

$$\begin{array}{r} 2{,}242 \\ 433 \\ 27 \\ 244 \\ +\quad 2 \\ \hline \end{array}$$

    A. 2,948
    B. 2,946
    C. 2,921
    D. none of the above

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

26. What is the difference between 114,001 and 2,983?

    A. 111,081
    B. 111.018
    C. 38.2
    D. none of the above

27. 824 x 10,742 =

    A. 8,764,108
    B. 11,566
    C. 8,851,408
    D. none of the above

28. $654\overline{)13{,}734}$

    A. 654
    B. 20
    C. 10
    D. none of the above

29. 11 + 427 - 101 =

    A. 337
    B. 315
    C. 539
    D. none of the above

30. 9,042 - 2,900 + 814 =

    A. 6,128
    B. 6,956
    C. 12,756
    D. none of the above

31. 1,243 multiplied by 57 =

    A. 70,000
    B. 124,357
    C. 117,851
    D. none of the above

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

32. 21 divided by 10 =

    A. 2
    B. .476
    C. 2.1
    D. none of the above

33. Add 15,559 plus 27 minus 10,660.

    A. 4.926
    B. 26,192
    C. 4,872
    D. none of the above

34. 21,490 - 115.05 + 32.5 =

    A. 20,407.45
    B. 21,407.45
    C. 21,637.55
    D. none of the above

35. Multiply 92 x 241 x 9

    A. 922,419
    B. 199,550
    C. 199,548
    D. none of the above

36. $741\overline{)71,136} =$

    A. 669.864
    B. 96
    C. 0.01042
    D. none of the above

37. 1,125,526 - 250,729.2 + 75,552 - 1001 =

    A. 949,347.9
    B. 1,301,704.2
    C. 798,243.8
    D. none of the above

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Practice:

38. 1000 ÷ .002 =

    A. 2
    B. 500
    C. 500,000
    D. none of the above

39. Add:

$$\begin{array}{r} 2{,}340.00 \\ 22.50 \\ 27{,}900.20 \\ 175.00 \\ +\quad 2{,}432.00 \\ \hline \end{array}$$

    A. 32,869.70
    B. 32,896.70
    C. 32,879.60
    D. none of the above

40. $187\overline{)37{,}913{,}421}$ =

    A. .0000049
    B. 202,745.56
    C. .2027455
    D. 37,913,234

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-71 Use Calculator Operations

Post-Test

1. Subtract 127 from 512.

   A. 385
   B. 639
   C. 295
   D. none of the above

2. Multiply 18 times 19 times 4.

   A. 342
   B. 1,368
   C. 85.5
   D. none of the above

3. $887\sqrt{17{,}740} =$

   A. 16,853
   B. 0.05
   C. 20
   D. none of the above

Notes

Answers:

1. A
2. B
3. C

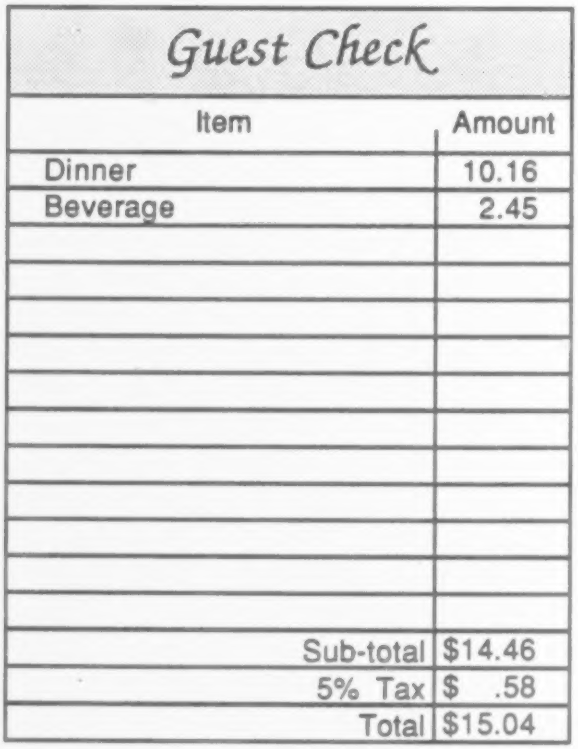
LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Pre-Test

1.



Guest Check

Item	Amount
Dinner	10.16
Beverage	2.45
Sub-total	$14.46
5% Tax	$ .58
Total	$15.04

A. Yes

B. No

Notes

Answers:

1. B
2. A
3. B

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Pre-Test

2.

Guest Check

Item	Amount
1 Large Pizza	
With Everything	9.90
4 Small Cokes	3.00
Sub-total	$12.90
5% Tax	$ 2.00
Total	$14.90

A. Yes

B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Pre-Test

3.

Guest Check

Item	Amount
Chicken Dinner	6.35
Bar-B-Que Ribs	5.50
Salad	2.50
Cheese Appetizer	3.25
Beverage	3.00
Sub-total	$20.60
5% Tax	$ 1.03
Total	$22.63

A. Yes

B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

What: (Performance Objective)	Notes
You will estimate to determine if solutions are reasonable. **When: (Criteria)** You will be able to estimate to determine if solutions are reasonable when you can answer 2 of the 3 questions on the post-test correctly. **Why:** It is important to be able to estimate to determine if solutions are reasonable to avoid obvious errors when handling money and performing other customer service activities.	

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Instruction:

1. Take the pre-test.
2. Read the performance objective page.
3. Take part in the discussion led by your instructor.
4. Do the practice exercise.
5. Pass the post-test.

Notes

1. Give the pre-test.
2. Have class/person read the performance objective page.
3. Provide for a discussion on estimating to determine if solutions are reasonable.
4. Allow students to complete the practice exercises.
5. Correct practice exercises with student.
6. If possible, give additional problems for examples of the performance task to which this module is attached.
7. Give the post-test.
8. Recycle until the student can answer 2 of 3 questions on the post-test correctly.

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Complete the practice exercise.

EXERCISES: Examine each guest check. If the check looks accurate, select "A" for yes, If the check looks in error, select "B" for no. REMEMBER! This exercise is on estimating and you are not to use calculators or pencil and paper.

Notes

Provide paper for answers.

Answers to practice exercise.

1. B
2. B
3. A
4. A
5. B
6. B
7. A
8. B
9. B
10. B
11. B
12. A
13. B
14. B
15. B
16. A
17. A
18. A
19. B
20. B

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

1.

Guest Check

Item	Amount
Dinner	10.16
Beverage	2.45
Sub-total	$14.46
5% Tax	$ .58
Total	$15.04

A. Yes
B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

2.

Guest Check

Item	Amount
1 Large Pizza	
With Everything	9.90
4 Small Cokes	3.00
Sub-total	$12.90
5% Tax	$ 2.00
Total	$14.90

A. Yes

B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

3.

Guest Check

Item	Amount
Breakfast	2.75
Coffee	1.00
Orange Juice	1.00
Sub-total	$ 4.75
5% Tax	$ .24
Total	$ 4.99

A. Yes

B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

4.

Guest Check

Item	Amount
Filet Mignon	18.95
Pork Chops	13.75
Chef's Salad	4.95
Coffee	1.00
Tea	1.00
Sub-total	$39.65
5% Tax	$ 1.98
Total	$41.63

A. Yes

B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

5.

Guest Check

Item	Amount
Dinner for 2	19.95
2 Dinner Salads	4.90
Beverage	3.00
Sub-total	$31.85
5% Tax	$ 1.59
Total	$33.04

A. Yes

B. No

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

6.

Guest Check

Item	Amount
Breakfast Special	2.95
Ham & Eggs (Scrambled)	3.45
Coffee (2)	2.50
Sub-total	$ 8.90
5% Tax	$ .45
Total	$12.35

A. Yes

B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

7.

Guest Check

Item	Amount
Special	5.45
Hamburger and Fries	3.40
Chicken Salad	2.95
Tuna Sandwich (Grilled)	2.95
4 Cokes	3.40
Sub-total	$18.15
5% Tax	$ .91
Total	$29.06

A. Yes

B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

8.

Guest Check

Item	Amount
Eggs, Toast, Bacon	3.45
Pancakes	3.25
Side (Sausage)	1.75
2 Coffee	2.00
Sub-total	$ 8.45
5% Tax	$ .42
Total	$ 8.47

A. Yes

B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

9.

Guest Check

Item	Amount
1 Large Pizza	
Cheese and Sausage	7.35
1 Small Pizza	
Special	5.35
4 Cokes	3.00
Sub-total	$15.70
5% Tax	$ 1.70
Total	$16.40

A. Yes

B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

10.

Guest Check

Item	Amount
2 Sirloin Steaks	
@ 10.95	10.95
2 Dinner Salads	
@ 2.50	5.00
2 Coffee	2.00
Sub-total	$17.95
5% Tax	$ .90
Total	$18.84

A. Yes
B. No

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

11.

Guest Check

Item	Amount
3 Hamburgers	
@ 1.50	3.00
3 Fries @ .75	2.25
3 Cokes @ 1.00	3.00
Sub-total	$ 8.25
5% Tax	$ .41
Total	$ 8.66

A. Yes
B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

12.

Guest Check

Item	Amount
4 Cheeseburgers @ 1.75	7.00
4 Fries @ .75	3.00
4 Cokes @ 1.00	4.00
Sub-total	$14.00
5% Tax	$ .70
Total	$14.70

A. Yes

B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

13.

Guest Check

Item	Amount
1 Small Pizza	
Special	4.85
2 Cokes	2.00
Sub-total	$ 8.45
5% Tax	$ .42
Total	$ 8.87

A. Yes

B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

14:

Guest Check

Item	Amount
Eggs and Bacon	2.75
Coffee	1.00
Sub-total	$ 4.75
5% Tax	$ .24
Total	$ 4.99

A. Yes

B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

15.

Guest Check

Item	Amount
3 Cheeseburgers	
@ 1.50	6.00
3 Diet Cokes	
@ .85	3.40
Sub-total	$ 9.40
5% Tax	$ .47
Total	$ 9.87

A. Yes

B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

16.

Guest Check

Item	Amount
1 Bacon Cheeseburger	1.85
1 Coke	1.15
Sub-total	$ 3.00
5% Tax	$ .15
Total	$ 3.15

A. Yes

B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

17.

Guest Check

Item	Amount
1 Large Pizza	6.45
Mushrooms	
Sausage	
4 Cokes	4.00
Sub-total	$10.45
5% Tax	$ .52
Total	$10.97

A. Yes

B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

18.

Guest Check

Item	Amount
Pancakes	2.25
Waffles	2.25
Eggs Over Easy	1.50
3 Orders Bacon	
@ 1.25	3.75
Coffee (3)	3.00
Sub-total	$12.75
5% Tax	$ .64
Total	$13.39

A. Yes

B. No

Notes

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

19.

Guest Check

Item	Amount
Chicken Dinner	6.35
Bar-B-Que Ribs	5.50
Salad	2.50
Cheese Appetizer	3.25
Beverage	3.00
Sub-total	$20.60
5% Tax	$ 1.03
Total	$22.63

A. Yes

B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Practice:

Notes

20.

Guest Check

Item	Amount
Lunch	20.92
Beverage	2.00
Dessert	4.08
Sub-total	$15.00
5% Tax	$ .75
Total	$15.75

A. Yes
B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Post-Test

1.

Guest Check

Item	Amount
Dinner	10.16
Beverage	2.45
Sub-total	$14.46
5% Tax	$ .58
Total	$15.04

A. Yes

B. No

Notes

Answers:

1. B
2. A
3. B

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Post-Test

Notes

2.

Guest Check

Item	Amount
1 Large Pizza	
With Everything	9.90
4 Small Cokes	3.00
Sub-total	$12.90
5% Tax	$ 2.00
Total	$14.90

A. Yes

B. No

LEARNING MODULE

Duty: Calculator Concepts

Task: M-73 Estimate to Determine if Solutions are Reasonable

Post-Test

3.

Guest Check

Item	Amount
Chicken Dinner	6.35
Bar-B-Que Ribs	5.50
Salad	2.50
Cheese Appetizer	3.25
Beverage	3.00
Sub-total	$20.60
5% Tax	$ 1.03
Total	$22.63

A. Yes

B. No

Notes